

1
CSREES

UNITED STATES DEPARTMENT OF AGRICULTURE-

LISTENING SESSION

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OCTOBER 8, 2002

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BE IT REMEMBERED, that the United States

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Department of Agriculture held the following

listening

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session at the Hyatt Regency Crown Center, 2345

McGee

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Street, Empire A, Kansas City, Missouri, on the

8th

9

day of October, 2002, commencing at 8:45 a.m., in

the

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morning of that day, said listening session

having

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been called by members of the United States

Department

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of Agriculture, pursuant to the issuance of due

notice

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to all parties in interest, and the following is

a

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transcript of the records of proceedings had

during

15

the course of said listening session.

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Mr. James Spurling,
Assistant Administrator Public Liaison

Mr. Philip Schwab, Ph.D.,
Science Policy and Legislative Affairs

Ms. Tammy S. Menke, Shorthand Reporter of
Cross Reporting Service

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MR. SPURLING: I'm Jim Spurling. I'm

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Assistant Administrator Public Liaison. We're here

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today because Congress told us to be here. In the

4

1998 Research Bill, they said to go out and talk to

5

your stakeholders and people that actually

implement

6

your programs. And find out if you're doing the

right

7

thing, administratively or even, as far as they are

8

concerned, the Farm Bill language. There are changes

9

that need to be made to fulfill the programs the way

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they were intended to be fulfilled.

11

So that's why we're here, is to listen to

12

you, the people who are actually implementing

13

programs, dealing with the money that is sent out

from

14

Washington. So we can get some idea. Are we causing

15

problems for you? Are there things we can do to

16

straighten that out administratively? Or do we need

17

to let Congress know that they need to make some

18

changes.

19

Furthermore, hopefully, Congress will view

20

these hearings and understand what a great job you're

21

doing. And take that into account when they start

22 deciding how much money to send out. So that's one
of

23 our hopes, as well.

24 I'm not going to take a lot of time. I do
25 want to introduce Phil Schwab, who is my cohort in

5

1 these listening sessions. We started a year, I
guess,

2 with four or five -- four.

3 This is the most successful. So we found a
4 solution of how to get a crowd, that's turn it over
to

5 your local extension office and set it up. And get
us

6 completely away from it and it works very well.

7 I want to thank Cindy Zluticky for helping
8 us. She's done an outstanding job. We couldn't
have

9 done this without her.

10 Phil, you're going to say a few words,
less

11 than a minute and a half I hope.

12 MR. SCHWAB: Good morning.

13 THE AUDIENCE: Good morning.

14 MR. SCHWAB: What a crowd. It's great to
15 see everybody here. We were sitting around earlier
16 this spring saying, "We need to do a listening
17 session. What should we do it on?" And we said,
18 "Well, we need something that will generate a

crowd."

19 We said, "Well, nutrition, family consumer sciences,
20 that always generates a crowd. People love to come
21 and talk about the good work that they're doing in
22 those programs."

23 They said, "Well, where can we do it?
24 Where can we do it?" And I said, "Well, I went to
the
25 National Association of Extension Family Consumer

6

1 Sciences meeting a few years ago in Baltimore. And I
2 heard a lot of interesting stuff there. Let's do it
3 at their meeting."

4 So here we are, here you are here. And
5 we're really excited to hear about all the good

work

6 that you're doing. Because it's a very appropriate
7 time.

8 As part of our budget preparation process
9 for Fiscal Year 2004, we've dropped a white paper
on

10 nutrition issues, that's going to be the basis for
11 some of the initiatives that we will be putting
12 forward in our budget. The Extension Committee on
13 Policy and the Board of Human Sciences is currently
14 engaged in an activity to increase the amount of
15 funding and support for the Expanded Food Nutrition
16 Expansion Program, EFNEP.

17 You'll hear that acronym a lot today, for
18 our court reporter.

19 And Congress is constantly talking about
20 changes to welfare programs and welfare reform. So
21 it's an apt time for us to come up and collect

stories

22 from the folks on the ground.

23 And I'm going to be quiet now and listen.

24 And scattered throughout the audience

25 today, as well, are our national program leaders, who

7

1 many of you know. But I'll just point out for those
2 of you who don't. Anna May Covey, she's here in the
3 front. Wells Willis, over here. Sherry Wright, who
4 is here somewhere -- she's in the back. And Jane
5 Schuchardt is here, as well.

6 MS. SCHUCHARDT: I'm over here, Phil.

7 MR. SCHWAB: It's such a big crowd. It's
8 hard to pick out the Washington folks. So that's
9 great. It's always good when the Washington folks
10 are outnumbered.

11 So enjoy yourselves. We're going to enjoy
12 ourselves today. And we'll have our first speaker.

13 MR. SPURLING: Well, first, before we
14 start, we did get a lot of help from Washington, as
15 well. Anna May, could you at least introduce
16 yourself to the crowd? They already know you, but
17 you were the primary force behind most of this.

18 MS. COLBY: Well, I'd like to thank all of
19 you for being here. And we have, I think, 65 people
20 registered to provide testimony. And a number have
21 submitted things in writing.

22 So I think today is just a wonderful
23 opportunity to highlight the wonderful work we do in

24 Family Consumer Science and Nutrition.
25 And I would particularly like to thank my

8

1 colleagues in the administrator's officer, Jim and
2 Phil. They've been tremendous to work with. I want
3 to again thank the Jackson County Extension staff.

4 I've known Janet Arkman, who is in the
5 back, probably for 25, 30 years now. And when we
6 needed a location I said, "I know the right place
to
7 go." So I didn't know Cindy, she's new here, but
8 we're thrilled that they have been so wonderful to
9 work with.

10 So all of your staff are glad to have been
11 helpful in providing you with information today.

And

12 we will really study and read this information and
13 take a look at how it can impact our work and what
we
14 will do with you as stakeholders.

15 So we're thrilled you're here and we look
16 forward to today.

17 MR. SPURLING: And Wells, if you would
18 explain your role in this, you were very helpful, as
19 well.

20 MS. WILLIS: I'm Wells Willis. I'm the
21 national program leader for the Expanded Food

22 Nutrition Education Program. I am really pleased
23 that all of you are here. My role in this, I was
the
24 representative from Family Forage and Nutrition to
25 the Farm Bill Task Force, that the agency had last

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1 year.

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And therefore, I was involved in the various listening sessions that took place across the country, one in each of the regions. They were very important as a way to begin gathering information about the whole portfolio of our programs; the research, economic programs and Extension and every discipline.

The attendance was nowhere near as good as this. And so as they said, focusing in on any particular topic and coming to a location where you are going to have that critical mass of people who are dedicated and conscientious about the programs they do, and can make those connections to bring in the stakeholders, the customers, the clients, what this opportunity gave us. So we're really excited about the wonderful lineup of people that are here.

In the Federal Register notice there was an item about written comments, but it didn't actually

21 give a deadline for when those comments were due.
22 And so for anyone who wants to add in -- send in
23 additional written comments, you have 30 days from
24 today in order to do that. And the address will be
25 the same address that you used -- that was in the

10

1 Federal Register notice for signing up for this
2 meeting.

3 So we encourage you, if you have additional
4 information that you think would be really important
5 to us, to send that. We want to hear about what's
6 working; what barriers might be occurring; how we
can
7 strengthen our programs; funding strategies; areas
8 that are not being met. So we want to hear from
you.

9 And we're really excited that you're here.

10 Thank you.

11 MR. SPURLING: I might add, the entire
12 proceedings will eventually be on our web site. So
13 you'll get to read exactly -- make sure what you
said
14 is what we're saying.

15 And Jane Schuchardt, I'd like to call up.
16 She also helped greatly. And that will be the last
17 of our speakers and then we'll get to you and we'll
18 move right through.

19 Jane?

20 MS. SCHUCHARDT: Thanks, Jim. And thanks
21 everyone for being here. I'm Jane Schuchardt, the

22 national program leader for Family Economics.

And

23 Family Economics is, of course, how families and

24 individuals access and use resources of time, money,

25 human capital and community resources.

11

1 And I'm very excited, because I know that
2 all of you know that the economics of families is a
3 critical component for Family Consumer Sciences. And
4 also is very critical as a foundation for community
5 prosperity.

6 So my role in all of this was to recruit
7 Family Economics and other stakeholders in that area
8 to speak about that component of Family Consumer
9 Sciences. And when you reach out to our network, the
10 response is always fantastic. So thank you to all of
11 you that are here to speak today.

12 We are here from the agency to listen to
13 you, to hear about successes. And more importantly,
14 to find out how we can improve our leadership, from
15 the agency, to have more of an impact for
16 individuals, families and communities.

17 Thank you.

18 MR. SPURLING: Okay. Thanks, Jane.

19 I have first on the docket Deborah Smith,
20 from the University of Missouri-Kansas City.

21 MS. SMITH: Good morning. I am Dr. Deborah
22 Smith, Assistant Professor of Sociology and Director
23 of the Family Studies Program at University of
24 Missouri-Kansas City. This morning I will describe

12

1 Credentialing Program or FDC for short.

2 Simply put, the FDC is a training program
3 for social service workers designing to reorient
4 human service practice to the family support
5 approach, which empowers families to set and reach
6 their own goals.

7 The FDC was created by extension faculty at
8 Cornell University in response to a human services
9 system that for too long has been available only when
10 a family is in crisis or about to disintegrate.
11 Services are fragmented, problem-specific,
12 crisis-driven and not very effective in empowering
13 families to achieve long lasting self-reliance.

14 This provision of services approach,
15 as
16 it's called, rarely works. What is desired by
17 workers, policy makers, and families alike is a
18 system capable of helping families to learn to solve
19 their own problems and not to rely on services
20 indefinitely.

20 The FDC moves towards this goal.

Developed

21 through an interagency collaboration between Cornell

22 Cooperative Extension and the New York State
23 Department of State, the curriculum teaches workers
24 the family development process, which begins first
25 and foremost with the family and worker developing a

13

1 respectful partnership.

2 After assessing the family's needs and
3 strengths, the family sets its own goal. Goals are
4 not set for them. The worker assists the family
in
5 making a written plan, with the responsibility for
6 tasks divided between the family and the worker; the
7 plan is continually updated. This process
8 strengthens families, empowering them to be more
9 self-reliant and thus better able to handle future
10 challenges.

11 The FDC program is currently implemented in
12 14 states: Alabama, Alaska, Arizona, California,
13 Connecticut, Florida, Maine, Massachusetts, Missouri,
14 New York, New Jersey, North Carolina, Rhode Island
15 and Washington.

16 An important collaborative component of the
17 FDC is the community-based, interagency nature of the
18 actual training. EFNEP workers -- it's E-F-N-E-P for
19 the court reporter -- EFNEP workers sit beside
20 workers from Catholic Charities, Child Protective
21 Services, and Head Start in an interactive classroom
22 setting designed to break down stereotypes and foster
23 an atmosphere of mutual respect amongst the frontline

24 workers who very often serve the same families.
25 Evaluations have been done on the New York

14

1 and Missouri FDC Programs. Here in Missouri the
2 University of Missouri-Kansas City Family Studies
3 Program, of which I am director, implements the

whole

4 program and heads the evaluation, which is funded in
5 part by University of Missouri Outreach and
6 Extension, the Ewing Marion Kauffman Foundation, and
7 the Missouri Children's Trust Fund.

8 Evaluations indicate the FDC Program is
9 transformative. A New York EFNEP workers reflected:

10 "I can say that before FDC, when I first
11 started, I felt that we were given a curriculum
12 to use and needed to go teach it. But, I have
13 learned that it is much more important to
14 approach a family and see where they're at.

The

15 empowerment part of the curriculum is so
16 important because the families need

to

17 understand why they're there. It has to
be

18 driven by them. I've learned that we do a
more

19 effective education when it's interactive.

The

20 whole process became a lot clearer when I took

21 FDC."

22 This worker also saw that using a family

23 approach with EFNEP had a ripple effect on other

24 areas:

25 "They see themselves improving that

15

1 (nutritional) part of their lives and begin to
2 feel they can improve other things. By
3 improving health and nutrition they start to
4 feel physically better because, once you

feel

5 better, you can be more motivated and able

to

6 go for other things, like a GED or job
7 training."

8 The goal of the FDC is empowerment for

all.

9 This EFNEP worker was empowered by using the tools

of

10 program. She, in turn, was able to empower the
11 family she worked with.

12 I would like to leave you with a quote by
13 Christiann Dean, a senior extension associate at
14 Cornell and creator of the FDC Program, which
15 eloquently states the Program's philosophy:

16 "Within each person lies a bone-deep
17 longing for freedom, self-respect, hope and the
18 chance to make an important contribution to
19 one's family, community and the world. Without
20 healthy outlets for this longing, the desire

for

21 freedom turns into lawlessness, the need for
22 self-respect is expressed in aggression and
23 violence, and hopelessness is translated into
24 dependency, depression and substance abuse. No
25 government program can help people become

16

1 self-reliant, integrated members of their
2 communities unless it is built upon the
3 recognition of the power of this bone-deep
4 longing for freedom, self-respect, hope and the
5 chance to contribute."

6 I urge you to learn more about the FDC and
7 consider endorsing the participation of Extension
8 personnel in this important program. The

results

9 will be happier, healthier, and more productive
10 employees and families. Thank you.

11 (Exhibit 1 marked for identification.)

12 MR. SPURLING: Next up is JaneAnn

Stout

13 from Iowa State University.

14 MS. STOUT: Thank you. My name is

JaneAnn

15 Stout. I'm an associate dean and director with

Iowa

16 State University Extension to Families. And that's
17 located in Ames, Iowa.

18 My title is Enhancing Resiliency. Iowa

19 State University Extension's mission is to

build

20 partnerships and provide research-based
learning

21 opportunities to improve the quality of life in
Iowa.

22 I'd like to share four examples of Iowa
23 programs that enhance family resiliency.

These

24 examples highlight: (1) The power of a local
25 presence; (2) the importance of a strong research

17

1 base; (3) Extension as a proven cost-effective
2 education provider; and (4) the high demand families
3 have for education, and the even higher costs of

not

4 servicing those demands.

5 The first example is the Rural Families
6 Mental Health Initiative. Rural families look to
7 Iowa State Extension as a reliable resource of
8 information and help -- a trustworthy neighbor. The
9 Iowa Mental Health Initiative is partially funded by
10 SAMHSA, and is reducing barriers rural Iowans have

to

11 accessing rural mental health care.

12 Having never sought services for stress or
13 financial difficulties, most families don't know
14 where to turn for help. Extension is able to

connect

15 them with resources because of this initiative.

16 Families come with family and financial problems.

17 Some are rather minor, others are major

management

18 issues where they're discussing bankruptcy or
19 divorce. In most instances there are options and
20 many resources available to repair problems and

21 strengthen families.

22 This project also includes mental health
23 counseling with local counseling agencies. Jim
24 Thompson, a mental health counselor, in Ames, said,
25 "this program makes it easier for people to ask for

18

1 help and it doesn't add financial stress. By nature,
2 rural families are independent and they're going to
3 try to tough it out. After a time of trying to
4 handle the stress on their own, they are willing to
5 talk to someone."

6 One counseling client said, "I came to have
7 someone else solve my problems, but I was taught how
8 to deal with the situation. And now I have
9 confidence to handle it. I have hope for the
10 future."

11 The second example is the PROSPER
Project.

12 To help combat problem behaviors, such as drug and
13 alcohol abuse and violence in middle-school-aged
14 children, Iowa State is leading a two state effort
15 to
16 implement scientifically tested prevention programs.

17 PROSPER received a \$21M grant from NIDA.
18 ISU's Institute for Social and Behavioral Research
19 and the Prevention Research Center at Penn State are
20 working closely with Extension field staff to lead
21 this local effort.

22 The goal of this longitudinal study is to
work with schools and communities to develop local

23 teams that will select and implement
24 scientifically-based prevention programs for youth
25 and their families. 10,000 middle-school children

19

1 and their families will benefit from this project in
2 the next five years.

3 One Iowa school district in the project is
4 Western Dubuque, which was drawn by the community
5 involvement and parental education aspects of the
6 project, as well as the strong emphasis on
7 research-based prevention programs. Bev Goerdt,
8 superintendent, likes the expertise support

Extension

9 offers:

10 "In the end, my goal is that we see a
11 decrease in the use of drugs and alcohol by
12 our middle school and high school
students."

13 The third example is Iowa EFNEP, a
14 cost-effective nutrition education program.

Last

15 year in Iowa, EFNEP reached 2,077 adults. A study
16 of
17 the costs/benefits Iowa's EFNEP Program shows that
18 for every \$1 spent to deliver EFNEP, \$10.75 is saved
19 in future health care costs because of improved
20 nutritional practices.

20 The fourth example is the Iowa CYFAR

21 Project. Iowa State is building community capacity
22 as part of the Children, Youth and Families at Risk
23 CYFAR Program. In Union County, the Youth Plus
24 Initiative, started with CYFAR funds, recently
25 received the Josten's Foundation "Rising Star Award"

20

1 that celebrates youth-focused communities. Youth
2 Plus was selected for its efforts in providing young
3 people with the resources and support needed to
4 become healthy, responsible, caring adults.

5 "Youth Plus gets teens involved in the
6 community, but not just teens," said Alicia Young, a
7 Creston High School graduate. "It brings all the
8 sectors of the community together to build on
9 individual strengths for a better community."

10 Bunn-O-Matic production manager Rhonda
11 Miller understands the relationship and the
12 principles that are moving Union County toward a
13 stronger future. Miller says, "We're learning
14 to
15 stop before we make a decision and ask, 'How is
16 this
17 going to affect the youth of the future?'"

18 In 1997, Union County students completing
19 the Iowa Department of Education's Youth Survey
20 felt
21 the community did not care about them. The same
22 survey, conducted two years later, shows a shift
23 toward more favorable feelings among youth.

24 I would respectfully request USDA's help in

22 continuing strong support of formula funds, allowing
23 states to maintain critical educational services
24 based on local priorities, such as the Rural Mental
25 Health Initiative.

21

1 Two, in nurturing opportunities to build
2 strong partnerships between research programs and HHS
3 and Extension, such as PROSPER.

4 Three, in full funding for authorization
5 for the EFNEP Program.

6 Four, increasing funding for the CYFAR,
7 which is the strong community capacity building
8 effort.

9 Thank you.

10 (Exhibit 2 marked for identification.)

11 MR. SCHWAB: Thank you.

12 MR. SPURLING: Thank you.

13 Jane Gault, University of Tennessee.

14 MS. GAULT: Good morning. I'm Jane Gault,
15 University of Tennessee Extension Service. I work
16 in
17 the county of Davidson County, which is Nashville,
18 Tennessee.

19 Today I want to bring remarks to you about
20 our Family Economics Education in Tennessee. We are
21 of a strong belief that family economics is the
basis

of all good family life. When families have money

22 problems or money worries, all other areas of Family

23 Consumer Science become second nature.

24 When there's not money to pay the bills or

25 anything, nutrition is going to be whatever they can

22

1 find to feed their families. Housing is going to be
2 wherever they can live. So the whole core of
having

3 successful families in all of our areas is for them
4 to be financially secure.

5 Some of our programs, for instance, in
6 Tennessee, is the ability to organize financial
7 education on a broad scale. We participated in
the

8 Financial Security for Later in Life Conference
and

9 have a state team. And have kicked off our
Tennessee

10 Saves Campaign with many partners from across the
11 state; from the Tennessee Bankers Association to
FDIC

12 to our Consumer Affairs Office. And it would take
13 forever to list our 50 plus partners. And they are
14 coming on board all the time.

15 We feel this will help if we kick this
off

16 to secure financial security for all levels of
17 families in Tennessee. And are very, very excited
18 about this.

19 One of our successful programs in the
past
20 years has also been Welfare-to-Work Program called
21 PACE, Parenting And Consumer Education is what that
22 PACE stands for. This was a three-year program
that
23 was a contract between University of Tennessee
24 Extension Service and the Department of Human
25 Services in Tennessee.

23

1 We developed the curriculum to train the
2 DHS employees who were hired as facilitators to
3 implement the Welfare-to-Work Program. The purpose
4 of this was to eliminate the economic barriers which
5 prevent welfare recipients from acquiring and
6 maintaining employment.

7 In the past year, some data for you: We
8 had over 3,000 participants enrolled in this program.
9 Of those 3,023 participants, 73 percent or 2100
10 increased their skills level in the area of financial
11 management, basic money management skills. And 61
12 percent, which was 1854 people, adopted new financial
13 management practices.

14 I also reported during that time, \$33,972
15 were reported saved by 525 participants. That was an
16 average of \$61.63 saved in a four-weeks period for
17 the course. And remember, these were welfare
18 participants. That was very, very successful, and we
19 are very, very proud of those results.

20 Also during the three years that the PACE
21 program existed, the number of Tennesseans on
22 government assistance decreased.

23 This is reaching people before disasters
24 start. Where are the needs and where are the gaps in

the program? One major gap that we see is in the

24

1 psychology of spending. We have lots of information
2 out there to give people ways to save. Well, what
3 really makes people save? This is where we need some
4 research, and this is where we could use some dollars
5 to find out what makes people -- when does that
6 lightbulb come on?

7 Also, we need to focus on our youth. And
8 we have started doing this. Because if we're going
9 to have successful families, we must teach
financial

10 management when they are in school; not just
11 teenagers, but even younger.

12 But teens are a place to start. Because
13 over half of the teens today work. And one out of
14 four teenagers have over \$125 discretionary money
per

15 week. And they get used to spending it on whatever
16 they want. Then when they go to college or get into
17 the work force and have other bills to pay, that's
18 when they get into financial trouble. We need to
19 reach them when they're younger and when we can
teach

20 them how they can manage their money.

21 Some of the programs in Tennessee that

22 we're doing this is called Mad About Clothes.

You

23 know teenagers and clothes go hand-in-hand. And

24 also, a program we have is called Mall Mania, which

25 also works on this. But one of the things I think --

25

1 partner that we're going to tap into is the retail
2 businesses, the businesses that hire these teens, I
3 think could be great partners in helping us teach
4 them financial management.

5 Also, as I said, we need research on why
6 people want to save and what makes them start
saving.

7 Also some future directions that we need to go is
8 evaluating our current curriculum to see what makes
9 them do that. And also to develop some new ideas
for
10 reaching people.

11 We thank you for the opportunity to share
12 our successes with you. We encourage USDA to
13 recognize and remember that Family Economics is one
14 of those essential based programs that hinges on the
15 good of all families. Thank you.

16 MR. SPURLING: Thank you.

17 I want to apologize if I get anyone's name
18 wrong. I'm going to try my best.

19 Karen Zotz.

20 MS. ZOTZ: Good morning. I'm Dr. Karen
21 Zotz, North Dakota State University Assistant
22 Director for Nutrition, Youth and Family Science and

23 Associate Dean in the College of Human Development
24 and Education. I am representing the North Central
25 Region Assistant Directors and Associate Deans in my

26

1 testimony today. I appreciate the opportunity to
2 address the members here related to Family and
3 Consumer Science issues related to Homeland Security.

4 In my role I represent the 12 assistant
5 directors and associate deans and more than two
6 million adults that our agents and educators serve
7 annually with educational programming.

8 The North Central Region Assistant
9 Directors and Family and Consumer Science believe we
10 have a role to play in proactive/preventive
11 research-based Homeland Security educational
12 programming. In more than 3,000 county offices
13 across the United States, county agents and
educators

14 provide educational programming focusing on:
15 Decision making and life skills; financial
16 management; food safety, food security, nutrition

and

17 food buying; human development including stress and
18 loss issues, communications, and parenting; housing
19 issues; and family health. We have a network in
20 rural communities that does enable us to provide
21 educational information on a preventive and

rapid

22 response basis to families and communities.

23 An ongoing survey targeting county

24 Extension professionals is being conducted by the

25 Extension Disaster Education Network, known as EDEN,

27

1 and is available electronically to all 50 states and
2 territories. The EDEN project includes membership
3 from 40 states and the United States Department
of
4 Agriculture. As of September 23rd, more than
1100
5 county Extension agents had responded to this
survey.

6 Agents responding to the survey were asked to
7 indicate their subject matter areas where they
8 conducted educational programing: 50 percent were
in
9 agriculture and natural resources; 38 percent in 4-
H;
10 39 percent in leadership, community and resource
11 development; 34 percent in Family and Consumer
12 Science; and 12 percent listed other. Fifty-two
13 percent of the respondents said they already had
a
14 working relationship with the county emergency
15 management director.

16 Preliminary survey results indicate that 73
17 percent of the respondents believe the Cooperative
18 Extension Service should develop and deliver homeland

19 security educational programing and materials. The
20 respondents identified appropriate audiences as: 87
21 percent food and agriculture interests. 81 percent
22 local government officials; 74 percent the general
23 public; 68 percent emergency management community; 63
24 percent volunteer organizations active in disasters;
25 and 48 percent youth.

28

1 Of the 94 percent who responded to a
2 question pertaining to readiness: 35 percent said
3 they were ready now to deliver information; 59
4 percent said they would be ready if something
5 happened. Sixty-nine percent of the respondents
said
6 they would be helped by having access to
7 Extension-developed homeland security educational
8 materials. Delivery formats requested included: 52
9 percent news releases; 48 percent radio scripts; 32
10 percent requested electronic publications, which
11 could be provided over the World Wide Web.

12 When asked to rate nine homeland security
13 topics as urgent to the community with number 1
being
14 the most urgently needed to number 9 the least
15 urgently needed, the following topics were rated
most
16 urgent: Drinking water security, 79 percent; food
17 security, including packaging, processing and
18 serving, 64 percent; understanding an individual's
19 role in a world threatened by terrorism, 63
percent;

20 understanding terrorism and the government's role
in
21 managing the threat, 55 percent; animal
biosecurity,
22 51 percent; personal security, including physical
23 well-being, 49 percent; farm security, 46 percent;
24 personal and small business financial security in
25 insecure times, 42 percent; and plant and crop

29

1 biosecurity, 38 percent.

2 Family and Consumer Science agents and
3 educations can provide educational programming to the
4 audiences identified earlier in the following areas:
5 understanding terrorism, food security and safety
6 financial management, communications, stress
7 management, and health including personal security.
8 Research related to these areas is critical.

9 We have some Homeland Security
programming

10 examples that are already impacting communities and
11 families. These examples will be included in my
12 written testimony.

13 I want to thank the committee for this
14 opportunity to testify.

15 (Exhibit 3 marked for identification.)

16 MR. SPURLING: Tammy Gillespie, from the
17 University of Missouri Extension Services.

18 MS. GILLESPIE: Good morning. My name is
19 Tammy Gillespie and I'm affiliated with the
20 University of Missouri Outreach and Extension. I'm
21 housed on the University of Missouri-Columbia campus.
22 My title is codirector of Missouri's Children, Youth
23 and Families at Risk Initiative, and in Missouri we

24 call that the Family and Community Resource Program.
25 I codirect that program with Brenda Proctor, who is

30

1 the consumer and family economics specialist, who is
2 also housed at the Columbia campus.

3 Today, the title of my presentation is
4 Documenting the Impact of the Irondale Community
5 Computer Lab . A subheading might be "What

Mayberry,

6 RFD and other rural communities are doing about the
7 digital divide." And I'm hoping all you

remember,

8 Mayberry, I would assume.

9 Irondale Community Computer Lab

provides

10 the children, youth and adults of Irondale, Missouri,
11 with access to computers, the Internet and assistance
12 with information technology. Funded by the USDA
13 Children, Youth and Families at Risk Initiative, the
14 Irondale Community Computer Lab has a primary goal of
15 helping the residents of Irondale improve their
16 information and technology skills.

17 The program has been successful. Since
18 opening in September of 2001, attendance has
19 increased from 12 people in the first quarter to 42
20 people in the most recent quarter. Now, that may not
21 sound like a lot, but 42 people represents 10 percent

22 of the population of Irondale. And Irondale is
23 located about 70 miles southwest of St. Louis. So
24 it's not too far from the average, but if you've ever
25 been there, you realize that it is an isolated and

31

1 impoverished community.

2 Not only is the computer lab serving a
3 large number of people in Irondale, it is also
4 fulfilling the goals of enhancing their computer and
5 information technology skills. We've completed two
6 rounds of an observation-based technology
assessment.

7 And I believe that the people who have attended the
8 lab for at least six months have experienced
9 significant improvements in their computer skills.

10 And it is interesting to note that the
11 approach we are taking with this Irondale Community
12 Computer Lab is not one of formal training, but
13 instead we're trying to create a community of
14 learners.

15 And our impact studies have shown that
the
16 children, in particular, have benefited from the
17 access to the computers and the volunteer
technology
18 assistance.

19 The primary program strengths of the
20 Irondale Lab include, number one, that we served a
21 large number of residences. The lab is open five

22 days a week. It's ADA compliant. And we are working
23 at the current time to find assistive devices for a
24 blind citizen. And also we have two deaf gentlemen
25 who are regular visitors to the lab.

32

1 The second program strength is that we have
2 documentation that we are improving the participants
3 computer skills. And this is with five computers,
4 only four of them that are hooked up to the
Internet.

5 But those computers were purchased with Children,
6 Youth and Families at Risk or CYFAR Fund. And that
7 does make a big difference.

8 The third strength is that we have a
9 partnership with the local CIN or Community
10 Information Network. We also have a strong
11 partnership with the city hall. In fact,
the
12 computer lab is located in the city hall, which
also
13 doubles as a police station. And I think it
doubles
14 as some other local community facility as well.

15 Gaps in the current programing: At this
16 time we'd like to recruit more volunteers to work
in
17 the lab. We'd like to, of course, find a bigger
18 location, because of the expanding number of

19 participants in the program. And we'd also like to
20 formalize a distance-learning relationship with a few
21 institutes of higher education. Because of the
22 isolated nature of the community, we need to provide
23 residences with more opportunities for formal
24 education, including degrees.
25 Potential partnerships at the federal level

33

1 include: The Power-Up Program; the Bill and Melinda
2 Gates Foundation; the Corporation for National and
3 Community Service, specifically, the RSVP Program and
4 the Vista Program. State level partnerships that we
5 consider potential and prime candidates include:
6 Morenet; the 21st Century Community Learning
Centers.

7 And local and private organizations that could
8 potentially provide a good partnerships with us
9 include: Southwestern Bell; Morenet and community
10 schools.

11 In summary, I've told you a little bit
12 about the Irondale Community Computer Lab. I've
told

13 you a little bit about our evaluation of the
increase

14 in the participants' technology skills. And I want
15 to conclude by letting you know that we have a
16 website, which is outreach.missouri.edu/fcrp. And
17 that includes our evaluation plan, our impact and
18 other information. And they're at the back of
the

19 room just outside the door. Thank you.

20 MR. SPURLING: Carolyn Giesecke.

21 MS. GIESECKE: Good morning, everyone. And

22 for the court reporter, I just want to say it's

23 Carol, not Carolyn. It's one of those little things

24 I have about my name.

25 Good morning, everyone. I would like to

34

1 specifically speak to EFNEP funding for the 1890 or
2 historically black colleges and universities. The
3 1890 or Historically Black Land Grants have
4 consistently been underfunded in most program
areas.

5 Most of the 1980 administrators successfully fought
6 for their participation in the Food Stamp Nutrition
7 Education Program a few years ago. And we've been
8 very grateful for that. And we've had varying
levels

9 in our states, in the different states where we are
10 located.

11 Most of the 1890 schools are in the
12 southern states, in the Southern Region. Although
13 there are three in the Northeast Region and one in
14 the North Central Region, that's Lincoln University
15 where I am.

16 And I forgot to introduce myself. I'm Dr.
17 Carol Giesecke. I'm Food Nutrition and Health
18 Specialist and Assistant Professor at Lincoln
19 University in Jefferson City, Missouri.

20 As I say, we've had varying levels of
21 success at working with our partner schools on the

22 Food Stamp Nutrition Ed. Program and other programs,
23 with what we call the 1862 or Institution.

24 One thing we have found out is that all
25 those who need nutrition, food safety, food resource

35

1 management education are not being reached. There
2 are groups of critically underserved people and
3 there's enough for -- most of the institutions that
4 are doing the work, there's enough to go around.
5 Unfortunately, we have a surplus of low-income people
6 in this country.

7 State matching funds are difficult for some
8 of the 1890s to come up with, especially those
9 schools who do not get much state funding.
10 Nevertheless, this program enables Lincoln University
11 and other schools to fund a nutrition education
12 program, which we would not otherwise have resources
13 for.

14 My colleague, Dr. Gina Eubanks, from
15 Louisiana, will be highlighting the multi-
state

16 collaboration that has evolved among the 1890
17 schools. So I will not say much about the FF News
18 Consortium, except that we're very proud of our
19 accomplishments.

20 I'm here today mostly to argue for funding
21 for EFNEP programming at the historically black
22 institutions. I'm sure you've heard about this
23 before. Some of my colleagues at NCSREES might have

24 heard this before.

25 I know that Dr. Jacquelyn McCray, Dean and

36

1 Director of Extension at University of Arkansas-Pine
2 Bluff, reported that at the recent Association of
3 Extension Administrators in Nashville, the meeting of
4 the 1890 Extension Administrators, that she has
5 proposed this to CSREES. The 1890s have a proven
6 track record in reaching critically underserved
in
7 our states. EFNEP funding would give us an
8 opportunity to explore our ability to provide
much
9 needed nutrition education to those we serve.

10 Therefore, I respectfully request full
11 funding for EFNEP, including EFNEP funding for the
12 1890 and tribal colleges.

13 Thank you.

14 MR. SPURLING: Next we have Lynna
Lawson,

15 with the Missouri CYFAR-University of Missouri.

16 MS. LAWSON: Good morning. I'm Lynna
17 Lawson and I'm a 4-H youth development
specialist

18 with the University of Missouri Outreach and
19 Extension. I'm headquartered in St. Francois
County,

20 which is south of St. Louis about 60 miles, at
21 Farmington is the town. I work with a new
22 communities project located in Washington County.

23 The title of my presentation is Locked Up
24 But Not Locked Out, and that's our fun name for it.
25 But it's actually for the Potosi Correctional Center

37

1 LIFE. And that stands for Living Interactive Family
2 Education. That is a name that was chosen by the men
3 who are in this program at the correctional center,
4 so it's a tongue-in-cheek name for the program.

5 But anyway, approximately 2 million
6 children in the United States have a parent who is
7 incarcerated. And in Missouri, at this time there
8 are approximately 29,000 people who are in the prison
9 system, and that's just in the state prison, that
10 doesn't include county jails or anything like that.

11 Of these 29,000 individuals, 13,000 of them
12 have a child under the age of 18, at least one child.
13 So part of the impetus for our program is based on
14 the statistic that kids who have parents in prison
15 are five times more likely to go to prison
16 themselves.

17 So we've worked with a group of men at
18 Potosi Correctional Center to develop this program to
19 help them have interaction with their children. And
20 these men are very passionate about having contact
21 with their children, to make sure that they don't go
22 down the same road that they do.

23 Our emphasis is on the children. And using
24 Extension resource and resources at the Department of

1 parents and the community caregivers.

2 The LIFE Program has two main components.

3 We have 4-H activities and parent training. The 4-
H
4 activities are held monthly at the correctional
5 facility. And these meetings give the children and
6 their incarcerated fathers a comfortable visitation
7 atmosphere that gives a productive, positive physical
8 and verbal interaction.

9 At the monthly meetings, the children and
10 their fathers work together on traditional 4-H club
11 activities, like arts and crafts. And then we have
12 other activities that focus on conflict resolution,
13 substance abuse resistance, team work, character
14 development and other life skills that young people
15 need to develop.

16 All fathers who participate in the LIFE
17 Program attend monthly parenting meetings, just with
18 the adult men there. The parent training component
19 seeks to help fathers learn to be a positive
20 influence in their children's lives. They also focus
21 on communication, anger management, team work and
22 using positive discipline as a long-distance parent.

23 The overall objective of our program is to
24 promote a strong, healthy and nurturing family
25 environment for the children of incarcerated parents.

39

1 And then also help incarcerated parents become
2 positive role models and mentors.

3 I just -- this program, the gentlemen are
4 really passionate about it. And I just think it
has
5 been a really good thing. We've received some
6 criticism that inmates in prison don't deserve this
7 opportunity to have interaction with their
children.

8 But the bottom line is that we need to be putting
9 more money up front to make sure that children do
not
10 have to be in the same place that their dads are.

11 I want to close with a quote from a
focus
12 group of what one of the dads said, it talks about
13 the impact it's had on his life.

14 "My kids used to stay in trouble at
school.

15 Lately their grades have gone up, and it's all
16 because of 4-H. That interaction that we have
17 with the kids, them being able to communicate
18 with me a little better, other than being on
the

19 telephone or in the visiting room.

20 "It's just made it a lot better for them,

21 you know. Their grades are up. They're

staying

22 out of a lot of a little bull that they'd been

23 getting in -- or had been getting in, rather.

24 "It's because of 4-H, although it's just

25 once a month, it is still working."

40

1 Thanks.

2 MR. SPURLING: We have Lynda Harriman from
3 Oklahoma State University.

4 MS. HARRIMAN: I am Lynda Harriman,
5 Oklahoma State Assistant Director, representing the
6 Southern Region Assistant Directors and Program
7 Leaders. And the title of my presentation is
8 Community Nutrition Education Programs.

9 According to the 2001 Surgeon General's
10 "Call to Action to Prevent and Decrease
Overweight

11 and Obesity," overweight and obesity have reached
12 nationwide epidemic proportions.

13 In 1999, an estimated 61 percent of
U.S.

14 Adults were overweight. The economic cost of
obesity

15 in the U.S. was 117 billion dollars in the year 2000.

16 Childhood obesity is also increasing, and with it
the

17 incidence of health problems once seen only in
18 adults, including Type 2 Diabetes.

19 The high number of people remaining in
20 poverty in this country with it extenuating problems

21 of poor diet and lack of access to health care
22 suggest the poor are the most vulnerable to
poor
23 health and obesity. Three states in the south
24 consistently rank among the five poorest in the
25 nation, and were recently ranked among the ten least

41

1 healthy states, and among the six states with the
2 highest proportion of households that were food
3 insecure.

4 Extension's community nutrition programs in
5 the South have numerous strengths in addressing these
6 issues. Expanded Food & Nutrition Education Programs
7 have been conducted for 35 years, the Food Stamp
8 Nutrition Education Program for seven.

9 Both focus on health promotion and reach
10 the most vulnerable, low income and minority
11 populations, addressing nutrition related illnesses
12 and conditions common to these populations.

13 Both provide the capacity to network and
14 develop partnerships with other state and local
15 agencies and organizations. In most states the same
16 person coordinates both programs.

17 EFNEP focuses on the highest risk young
18 families with children; has a long-standing track
19 record of hiring staff indigenous to the community
20 to deliver the peer educator designed program; provides
21 skills and experience to workers who become tax
22 payers and later contributors to society; has a
23 curriculum with defined goals, to meet diverse

needs

24 and a consistent recording system; provides
25 integrated experimental education; has shown

42

1 sustained behavior change in diet quality, food
2 safety and stretching the food dollar; and has an
3 evaluation system to measure program impact and
4 enhance program management.

5 The Food Stamp Nutrition Education Program
6 is in 48 states and targets food stamp participants
7 and those eligible for food stamps. It includes the
8 1890 institutions through a program entitled FF
News.

9 It reaches families and individuals across the
entire
10 life span. And allows for creativity in meeting the
11 needs of families via social marketing as well as
12 educational interactions. It allows for
curricula
13 developed in one state to be easily replicated in
14 others.

15 In an independent study by the Produce
for
16 Better Health Foundation, EFNEP was found to be by
17 far the most effective federally funded program in
18 increasing consumption of fruits and vegetables, a
19 practice related to healthy diet. Evaluation
studies

20 conducted in the South consistently find similar
21 behavior changes in both programs, in the
22 participants of food safety and food security
23 practices.

24 Several states have also conducted cost
25 benefit studies on EFNEP, showing that for every

43

1 dollar spent on the program, there were significant
2 savings to states and individuals in health care
3 costs due to decreases in nutrition-related
4 illnesses.

5 There are an enormous gap in the number of
6 people these programs are able to serve and the
7 number eligible to receive the programs. Within
8 EFNEP the limited federal dollars have been
9 effectively decreasing for a number of years,

meaning

10 a reduced staff and fewer eligible families reached.
11 In 1999, the Southern Region EFNEP directly reached
12 285,565 adults and youth, slightly less than 2
13 percent of those living in poverty in the Region.

14 The current funding level for EFNEP
15 precludes the 17 historically Black Colleges and
16 Universities, the 1890s, from receiving EFNEP
17 funding. Most of these institutions are in the
18 Southern Region.

19 Within the Food Stamp Nutrition Education
20 Program, every federal dollar spent must be matched
21 by state dollars. The guidelines for match seem to
22 differ by regional office and some are very
23 restrictive. The dollar for dollar match limits the

24 program's reach in several states.
25 Time will not allow me to discuss

44

1 suggestions for future program directions and
2 integrating research into these community nutrition
3 education programs. It also precludes me from
4 listing current and potential partners. But all of
5 this information is included in my written testimony.
6 Thank you for this time.

7 (Exhibit 4 marked for identification.)

8 MR. SPURLING: Thank you.

9 Next up we have Carolyn King from Haskell
10 University.

11 MS. KING: Good morning to all. My name is
12 Hicha Oz (phoenetic), because I'm Muskogee Creek
13 Indian. And I work at the Haskell Indian
Nation's

14 University in Lawrence, Kansas.

15 Our program is a Haskell Indian
Nation's

16 University Youth Extension Program. Our primary
17 focus is community, youth workers. And our
secondary

18 focus is to have positive youth development
programs.

19 A little bit about our program. Through
20 the CYFAR State Extension Grant and the Kansas

State

21 OPEN K Project, Haskell Youth Extension is making a
22 great impact in northeast Kansas Indian country.

23 With the creation of the Kansas Indian Youth
24 Worker Network, we have been successful in
25 identifying volunteers and paid staff at the Kickapoo

45

1 Reservation, who will facilitate the first ever
2 Indian 4-H programs and the youth development
3 projects on their reservations. Also at the Prairie
4 Grass and Potawatomi Reservations, we have identified
5 paid staff and volunteers to help facilitate their
6 new 4-H programs.

7 We have identified 27 Native American
8 families in the Haywood Housing Unit in Lawrence,
9 Kansas, who now have their own 4-H program, who we
10 service all youth there, all younger youth. We offer
11 a broad range of training opportunities from youth
12 workers, and hopes to have published Moving Ahead:
13 4-H 101. And we also have a Power-Up Program, also
14 to help with computer training for our future
15 suggested programs.

16 Our programs also provide a comprehensive
17 research project materials to assist in the teaching
18 of culture, tradition and government and
19 health issues that involve our Native American
20 people.

21 In keeping with the mission of the
22 university, Haskell's Youth Extension Activities
23 Project serves as a hub to build a partnership that

24 will allow more Native youth workers opportunities to
25 have obtainable youth development programs, with

46

1 healthy outcomes.

2 In the continuation of the community
3 programs, Haskell Youth Extension will help to
4 identify youth workers and volunteers at the Sac
and

5 Fox Reservation and the Iowa Reservation and the
6 urban Indian centers in our targeted area.

7 According to the 2001 annual CYFAR
report,

8 the population served by great increments and
9 emphasis of youths, 5 percent Native
10 Americans/Alaskan Natives of the 66,000 program
11 participants that were served. With a program such
12 as Haskell Youth Extension, we hope to increase the
13 American Indian ratio youth participants and staff
14 volunteers.

15 I do thank you for this time. We do have a
16 new program, and Haskell received its land grant
17 status in 1994 and began the programs in 1997. So we
18 are really new and we are looking forward to
19 increasing that number of contacts with the Native
20 American population. And again, I do thank you for
21 this time.

22 MR. SCHWAB: Our next speaker is going to
23 be Gina Eubanks from Southern University.

24 MS. EUBANKS: Good morning to all of you.
25 My name is Gina Eubanks. I'm Assistant Administrator

47

1 with the Southern University Agriculture Research and
2 Extension Center. But I stand here this morning to
3 speak to you on behalf of what you've heard FF-

NEWS,

4 Family First - Nutrition Education and Wellness
5 System. Family First - Nutrition Education and
6 Wellness System is a nutrition education

intervention

7 program, designed to help families select and
prepare

8 meals consistent with cultural traditions, while
9 improving their overall health.

10 My colleague from Lincoln University, Dr.
11 Giesecke, has indicated to you that it is a
12 consortium. I was happy to be a part of the
original

13 four states that came together to pull this off,
this

14 particular curriculum, and to develop it. Those
15 states were Langston University, University of
16 Arkansas at Pine Bluff, Southern University
and

17 Prairie View A & M University.

18 I stand here just to give you some
19 background information. And I've somewhat done it in
20 a bullet presentation. At any point in time that
21 you'd like to discuss with me further, in the
22 audience or the panel, I would gladly do so.

23 Our program, the strong points of our
24 program: One of the things we point out is that it's
25 culturally sensitive nutrition education, dealing

48

1 with food safety and food resource management.

2 We have a unique delivery system. And when
3 I talk about the "unique delivery system," we have it
4 where it's varied. It may be one-time contacts,
5 series of lessons, special interest groups. As one
6 of my colleagues said earlier, we're meeting them
7 where they are, as far as the needs. So that's why
8 many times we have special interest groups that would
9 actually be there.

10 Multi-state programming. I said that we
11 have four states, but we've now grown to 12
states,

12 all which are 1890 Historically Black
Institutions.

13 Those other institutions are Alabama A & M, Alcorn
14 State University, South Carolina State University,
15 Tennessee State University, West Virginia State
16 University. And the responses that I've given
17 reflect that entire consortium list.

18 We say within our programming that we have
19 30-plus years of experience of educating
20 underserved and hard to reach audiences including
the

21 documented positive impact at the community level
22 that we have with this particular group.

23 So what are the gaps? Many people have
24 talked about resources. Well, I stand before you
25 today to tell you that there is a lack of human and

49

1 financial resources; a lack of adequate support from
2 the state level. I'm sure, as many of you know,
that

3 in the South, with 1890 Land Grant institutions, the
4 federal government has said that we need to be able
5 to match those funds. And some of my counterparts
6 see a struggle in their effort to match that. Also
7 some of the gaps would be a varying level of
8 cooperation with our 1862 institutions.

9 What's the documented need? Why did
those
10 original four states come together? High incidence
11 of diabetes, childhood obesity, adult obesity,
12 hypertension, heart disease and cancer. And I'm
sure
13 that you read the literature, with most of these
14 having a high and documented impact of being
15 prevalent among minority populations.

16 The total number reached for 2001 was
17 123,757. Again, that was a one-time contact, series
18 of lessons and special interest groups.

19 We have varying collaborators. But one
20 that stands out among all of them, faith-based
21 communities. We're very much within the faith-based

22 communities. We found that to be an excellent
source

23 to reach that hard-to-reach population. There are
24 others that I have listed on the presentation that
25 you can look at.

50

1 One of the potential partners or partners
2 that we look at for the future, we look to Boys and
3 Girls Clubs. We also look to sororities and
4 fraternities. Rehabilitation centers.

5 So what would be our documented impact?

In

6 1997, those four states came together. We stand

here

7 today, in 2002, and there are 12 states working
8 together. And some of the things that we found is:
9 60 percent of the individuals that enrolled in the
10 program are now saying that they're using shopping
11 lists; 45 percent utilize other seasonings to

flavor

12 their foods, than salt and fat; 70 percent of the
13 participants indicated that they are reading
labels.

14 And also, just to share with you one
other

15 thing, as far as our future efforts, we would
16 definitely like to expand the inter-agency
agreements

17 to meet the needs of hard-to-reach audiences.

18 Thank you.

19 (Exhibit 5 marked for identification.)

20 MR. SCHWAB: Thank you, everybody,

for

21 really sticking to the time limits. I know

it's

22 hard, given the excitement of your programs. But we

23 have a lot of people here with us.

24 MR. SPURLING: It's really hard to go over
25 with Cindy putting the sign up.

51

1 THE AUDIENCE: Laughter.

2 MR. SCHWAB: It's really appreciated.

3 Our next speaker is Peggy Boyd from Kansas
4 State Extension.

5 MS. BOYD: Good morning, everyone. My name
6 is Peggy Boyd. I'm with K State Research and
7 Extension - Wyandotte County. For those of you who
8 are not familiar with the metropolitan area,
9 Wyandotte County is across the river. It's just
10 right over there.

11 And the topic of my presentation is very
12 simple, it's How We've Used Our CYFAR Grant in
13 Wyandotte County. Wyandotte County is the recipient
14 of \$30,000 annually for the last five years. This is
15 our last year. Money that was given to Kansas, which
16 has provided for the Opportunities for Prevention
17 Education Networking in Kansas, OPEN K, of which
18 Carolyn just recently mentioned.

19 To give you a little piece of
background

20 information: About six years ago in Kansas City,
21 Kansas, which is the largest city in Wyandotte
22 County, there was a need that was identified by a
23 group of people. I wasn't one of them, because this

24 is my third year in Extension, so I inherited this.
25 But the need was focused on by the school district,

52

1 which is USD-500, which is Kansas City, Kansas,
2 school District, and the Kansas City, Kansas, housing
3 Authority.

4 The Housing Authority had a Drug
5 Elimination Grant, and they wanted to use part of
6 that money to decrease the amount of juvenile crime
7 in the late afternoon hours. You know, those hours
8 right after school gets out.

9 Yeah, you're nodding, you know.

10 And USD-500 was seeing the need for some
11 quality child care for after school. So this was
12 the
13 beginning of what then became a program. It started
14 out with four elementary schools. This year we have
15 16 elementary schools and one middle school, with
16 the
17 hope to increase the middle school participation to
18 two. It hasn't always been an easy road. But I can
19 tell you that we do have some strengths.

20 And one of the reasons that we have some
21 strengths is all of the collaborative partners

agree

22 that the need is to help kids. And because of that
23 common need we can sometimes get past some of our

22 little differences.

23 I'd like to share with you some of the

24 strengths. When this partnership started it was a

25 handful.

53

1 Good she's lost the sign. No, she hasn't.

2 It was a handful. Right now there's over
3 20 partners. The number of service providers in the
4 elementary school and middle school before and after
5 school programs has increased from four to about 15.
6 Those kids, in addition to having 4-H opportunities,
7 they have Campfire USA; they have Storytellers,

which

8 is dramatic and performing arts; they have Boy
9 Scouts, Girl Scouts; they have marshal arts. I

could

10 go on and on. They have so many opportunities
11 because of the strength of this program and the
12 commitment in this area.

13 There's been a change in the attitude,
14 because initially the after school program was

seen

15 as basically warehousing. Where as now, there is
16 more of a focus on quality programming. And there is
17 extensive training for all of the staff, from all of
18 the organizations, on lesson plan, writing and
19 implementation.

20 We've been able to do some really wonderful
21 leveraging of funds, with the addition of money from

22 the Children, Youth and Family Risk Grant that we are
23 a recipient of. Campfire has a small Kauffman Grant.
24 The school district has a 21st Century Learning
25 Center Grant that they are using. We've got another

54

1 Kauffman Grant. They have a contract with SRS, which
2 is the state services. So they've leveraged funds.
3 This past year they had over a million and a half
4 dollars, because of the ability to leverage funds
5 because of the collaborative.

6 Some to the future directions: Dr. Ray
7 Daniels, who is the superintendent of USD-500, it
is

8 his desire to have a before and after school
program

9 in every elementary school in Kansas City's school
10 district. That goal has slowed down just a little
11 bit, because of the financial situation in Kansas.
12 But I don't think that goal is going to go away. I
13 think he feels very strongly about it.

14 One of the things that I would like to
tell

15 you, that I missed, because I wrote really tiny on
16 part of this. But I have a piece of a success
story

17 to tell you about a strength.

18 I have a wonderful program assistant
named

19 Derek McDaniels, who has -- what do you mean stop?

20 Wrong. I'm going to tell you the story.

21 I have a wonderful program assistant who is

22 Derek McDaniels, who has been going into the schools

23 on a regular basis. And in one of the elementary

24 schools there was a young man, a fourth grader, whose

25 behavior was -- I'm going to ignore it, you can put

55

1 it down.

2 There was a young man whose behavior was so
3 out of line with the staff, they were at their wits
4 end to figure out what to do with him. And so he
5 started going to that school every day, and he talked
6 to that child every day. And that child's behavior
7 changed. And do you know what that child said to
8 him? "Thank you for just taking the time to listen."

9 If we did not have the Children, Youth and
10 Family Grant we would not be able to have made a
11 difference in that child's life and in the lives of a
12 lot of other children.

13 I'm not going to tell you any more. I'm
14 just going to say thank you.

15 MR. SCHWAB: Next up we have Harriett
16 Shaklee, from the University of Idaho.

17 MS. SHAKLEE: Hi, I'm Harriett Shaklee.
18 I'm a Family Development Specialist from the
19 University of Idaho. I'm based in Boise. I'm here
20 to talk to you a little bit about Idaho's response
21 to
22 recent research in early brain development and
discoveries that brain development is a very active

23 period in the 0 to 5 years of age.

24 We have a wonderful body of research on
25 that particular subject. Got a lot of people's

56

1 attention. Got the attention of families; got the
2 attention of communities; and got the attention
of
3 policy makers. And although the research is
4 wonderful and really quite solid, the question of
5 what to do about it is not all that clear. And
we
6 saw an ideal role for Extension in helping
7 communities and families identify the implications
of
8 the potential of early brain development for their
9 practice in relation to raising children.

10 At the time, we are fortunate in the State
11 of Idaho that the governor was also interested in
12 this research and what it might mean for state
policy

13 and programs that might should be in place in the
14 State of Idaho for children and families.

15 We saw this as being fitting exactly in
the
16 mission of Extension, which is to take the research
17 out of the library shelf and out of the laboratory
18 and in to the communities, where it can be put to
19 good use. So what a wonderful fit. We have a

20 wonderful new body of research. We have excellent
21 professionals who can help communities make good
22 decisions about what to do about it.

23 The governor in Idaho and his wife were
24 particularly interested in the program which is a
25 parent education program from parents of young

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1 children, it's called Parents as Teachers. We are in
2 the State of Missouri, Missouri is the home of
3 Parents as Teachers Program. It was developed in St.
4 Louis. It's a national youth curriculum at this
5 time. It's available in most of the states and also
6 other countries.

7 Idaho recently became interested in the
8 program. And we were able to work with the
9 governor's office on both bringing the program into
10 the state. And also, because of the strong

research

11 skills that the university has to offer, we're in a
12 position to help them figure: Was this a good
13 choice? How does this work in communities and how
14 did it work for families?

15 So again, we are able to demonstrate
16 really, what does Extension offer? It offers

direct

17 services to families. And in addition, it offers
18 that strong research expertise. So that wonderful
19 connection we were able to make.

20 Parents as Teachers Program is, as I
said,

21 is a national program. It really has two major

22 program components. The first is home business to
23 families, so there's a trained parent educator
comes
24 to families in their homes, talks to them about their
25 child at their child's age and what might be going on

58

1 at that particular stage of development and what
2 parents' responses might be. And then in addition,
3 there are group meetings. So parents can act with
4 other parents. Those are the two major
components.

5 In addition, there's great attention to
6 children's development and how are they developing
7 and when they become off course, in any way
delayed
8 or perhaps show vision or hearing problems prompt
9 attention to some of those needs, so that there
can
10 be early correction and the children remain on
course
11 for normal development.

12 We were able, through the work with the
13 governor's office, to bring the program to 13
14 counties in Idaho. And we are serving over 300
15 families with over 500 children. These
families
16 represent the full spectrum of what families have to
17 offer in the State of Idaho. We have parents who
18 have grade school educations and we have one M.D.
and

19 a couple of Ph.D.s. Also we have a full educational
20 range. We have teen parents and we have
grandparents
21 raising their grandchildren. So a full age range.
22 We have absolutely the lowest income that
23 Idaho has to offer and some of the highest income
24 that Idaho has to offer. What's really interesting
25 about the program is that all these parents have

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1 stuck with it. It really has a broad appeal. There
2 is not a single narrow niche for this program, it's
a
3 very broad program.

4 We also serve Spanish-language speaking
5 families as well as English-speaking families. So
6 we've been able to reach, again, the full gamut of
7 what families bring to children in Idaho.

8 We've been able to engage in this
program
9 for two years. Like I said, evaluation was a strong
10 component. And one of the reasons, that we were
able
11 to work with the governor's office on it. And our
12 results show that parents report gains in all
the
13 areas that the program was designed to develop.

14 And particular, parent knowledge.

When

15 parents are asked what do they know about child
16 development after a year in the program, they
say

17 they have more basic knowledge of child development.

18 And they also have more knowledge of brain

19 development, with brain development research. So
20 that educational part, just that core knowledge
about

21 children and their development, parents are
reporting

22 it's been very effective.

23 They also feel like they have more

24 abilities, just plain old practical strategies to
25 deal with the everyday challenges of life. So when

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1 your children fall flat on the floor, what is a good
2 approach to do about that. Or when you're very
3 fatigued and the children are very demanding, what's
4 a good approach to do for that. So again, the very
5 pragmatic aspects of parenting, they feel stronger.

6 They feel stronger in their confidence in
7 parenting ability. When a brand new challenge

comes

8 up and they really haven't seen that before and
they

9 don't have a lot of ideas about what to do next,
they

10 feel like they can, you know, reach within
11 themselves, maybe reach into that knowledge base and
12 come up with a resolution. So confidence is
13 increased after a year in the program.

14 And finally, the gold standard of impact
is

15 behavior change. And our parents report that they
16 are reading more to their children. And that they
17 are also engaging in more activities with the
18 children. And some of the activities are just the
19 basic activities of life, you know, sorting
laundry,

20 feeding the chickens, things like that. But those
21 are the lovely things that help bring children and
22 families together.

23 And I just got the stop warning as well.

24 So I think my message may be, would be that
25 maybe we feel real privileged to have had this

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1 opportunity to demonstrate what Extension can bring
2 to families and communities. And we are a brand
new
3 research area, we want to know what to do about it.
4 Can Extension help? I think maybe the plea then is
5 just for continued support for this kind of
activity
6 with policymakers and with communities.

7 So thank you.

8 MR. SCHWAB: Next up we have Barbara
Woods
9 from Iowa State Extension, Special Projects
Manager.

10 MS. WOODS: I'm Barbara Woods from Iowa
11 State University Extension, and I also serve as one
12 of six CYFAR liaisons who work with Children, Youth
13 and Families At Risk. I'm going to make some
14 comments about the strengths of Children, Youth and
15 Families At Risk Program. And talk specifically
16 about it's educational network.

17 The Children, Youth and Families At Risk
18 Program is important for at least people all over
the

19 states and in the territories. I believe I have a
20 unique perspective because I spend time visiting the
21 local communities. And what I found from visiting
22 those communities is that families have assets, and
23 when used in conjunction with the educational
24 programs much gets done. It could be documented, if
25 you would read the annual reports, which talk about

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1 what's going on.

2 We know that people learn information. We
3 know that they use it. And we know that because we
4 do evaluation as part of Children, Youth and

Families

5 At Risk. We know that CYFAR works because it's
6 helping people solve problems at the real community
7 level. They are able to focus directly on those.
8 And it is a collaborative effort because
9 professionals, other people in communities and the
10 citizenry are involved. This is important because
11 it
12 takes lots of money to do this kind of work and
13 therefore, communities have invested interest. The
14 citizens have an invested interest in seeing this
15 work continue.

16 CYFAR is connected to educational programs
17 that are geared directly to the population. That
18 is,
19 these things are designed to take into account where
20 people are. If it relates to reading, if it relates
21 to ethnicity, is it age appropriate. These are
22 things that become important when we work with
23 ethnic-oriented. And CYFAR is premiere in working

22 this area.

23 Also, CYFAR provides a model that focuses
24 on human expertise and technology. It is a rare
25 thing in Extension to marry human being and

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1 technology to do good work. And CYFAR is an example.
2 And the important thing about this marriage is that
3 the information is not placed out. Meaning, I

could

4 live any place in the country and participate in
5 CYFAR and have access to information from all over
6 the country, and that becomes important.

Certainly,

7 as we talk about the Extension, CYFAR should be
8 commended for raising the bar.

9 From my experience in going to these
10 communities, I know for a fact, that after
school

11 programs are helping students. There's plenty
of
12 evidence. Hawaii, Florida, might be examples.

I

13 know that youth are contributing members of
14 communities. We can find it in Iowa. We can find it
15 in New York. There are other places.

16 We know that low income families or adults,
17 in particular, are being empowered through
18 educational programs, in terms of their skills about
19 money management, parenting, job readiness,

20 nutrition, housing and on and on. We can find
21 evidenced in states like Minnesota.

22 Also, we know that kids are now much better
23 prepared to enter early childhood education, as well
24 as first grade. And there is evidence in states like
25 Wisconsin.

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1 What we need to be reminded of, is that
2 programs like Children Youth and Families At Risk do
3 take resources, both financial and human. That it is
4 a program that directs attention to specific needs.
5 It's not all over the gambit. You can go to the data
6 and find that. It has used evaluation to document
7 what is going on. And can replicate itself in
8 situations where appropriate.

9 Certainly, it is a premiere example of
10 leveraging resources at the local community. Because
11 as we work in this area, what we need to keep in mind
12 is that we need the local communities to take charge,
13 and CYFAR allows that to occur.

14 We need to be reminded, also, that it is a
15 rare case where true collaboration does result in
16 people doing good work.

17 Thank you.

18 MR. SCHWAB: Next up we have Nayda Torres,
19 from the University of Florida.

20 MS. TORRES: Good morning. I'm Nayda
21 Torres, University of Florida. I'm Department Chair
22 and Professor at that university, it's in
23 Gainesville, Florida. And just like Barbara, I also
24 serve as liaison to CYFAR projects. So I'm going to

be sharing with us some of the program's successes as

65

1 well as the Reach to Diverse Audience, that CYFAR
2 Project is involved in.

3 In 2001, last year, CYFAR reached 66,000
4 people in this country. With a congressional
5 appropriation that's available for those programs.
6 In that year, the programs were located in 287
7 communities.

8 And some of the program's successes for
9 CYFAR. One of the things, it's position in Extension
10 to work with a multi-cultural America. And I can
11 share with you that the multi-cultural representation
12 in CYFAR projects is not just present in terms of the
13 participants, but it's also present in terms of the
14 staff that's hired to work with the programs and
15 the
16 volunteers that serve the programs.

16 For example, in participants: 32 percent
17 of the participants last year were white; 30
percent

18 were black; 17 percent Asian specific; 13 percent
19 Hispanic; 5 percent Native American; and 3 percent
20 Multiracial. And same thing, small percentages occur
21 for both the volunteers and staff that work with the

22 audience.

23 Another thing is that it is the position of

24 Extension to meet the educational needs of the youth

25 population where it finds itself. There were some

66

1 times when Extension programs were more known for the
2 rural areas than the urban areas. With the CYFAR
3 Project I can tell you that of the 287

different

4 sites, 53 percent of them are rural; 29 percent
5 town/city; 13 percent central city; and 5 percent in
6 the suburbs.

7 Another thing is that position of

Extension

8 is to learn first hand how ethnic and cultural
9 differences influence learning. And one of the
10 benefits or one of the great things of CYFAR is that
11 the educational materials are developed for the
12 audience it's serving. And there is a vast number
13 of
14 educational materials available through CYFAR.net
15 that one can go to, to be able to see what's
16 available to meet the particular needs of
17 the
18 population being served at the local levels.

17 It uses the ecological model. It doesn't
18 look at the child by itself. It doesn't look at the
19 parents or family by themselves or the community by
20 itself, but it looks at everyone in interaction with

21 each other. Now, we know that the children aren't
22 raised alone. There's someone that influences that
23 child, the same way as the community where it finds
24 itself. So outcomes are reported in all programs.
25 And everybody knows what all those facets are.

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1 Another one is the position of Extension to
2 have the capacity to evaluate community-based
3 programs for At Risk audiences, both with curriculum,
4 as well as with in-service education for the staff
5 working the CYFAR projects.

6 At one of the sites I visited, I had the
7 opportunity to speak with one of the parents. And
8 I'm going to quote what the parent said.

9 "Prior to this program I always used
10 sandpaper words with my kids. Did not get what
11 I wanted them to do. I learned now how to talk
12 with them and things are so good at home."

13 Okay. So the program did make a
difference
14 in the life of that family.

15 And the excellent level of both internal
16 and external collaborations, at both the state
and
17 local level. CYFAR, whenever you go to a site
you

18 will see the community level and the
collaborative

19 partners sitting there at the table, making
decisions

20 about that program.

21 In terms of program gaps, with increased
22 congressional appropriation, the program could be
23 extended to reach the vast number of Children, Youth
24 and Families At Risk living in this country. With
25 increasing Congressional appropriations, it would

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1 allow for direct grants to both the 1890 and 1994
2 institutions to be recipients of CYFAR dollars.

3 In terms of future of the program, we are
4 interested in providing more indepth programming for
5 youth through the use of the latest technology, as
6 well as families. We would also like to increase
the
7 number of communities working with this audience, as
8 well as those persons that constantly arrive to this
9 country. And further integrate CYFAR into the
10 Extension-based programs.

11 And our partnerships, the list is so long
12 that I'm not going to go into the details. But you
13 will have it in the written documents. And thank
you
14 for this opportunity.

15 MR. SPURLING: Our next speaker is Angela
16 Lyons, for the University of Illinois at Urbana.
17 We'll pass that name over for the moment.

18 Next on the list is Dr. Darlene Moss from
19 American Samoa Community College. She probably gets
20 the award for traveling the longest distance.

21 DR. MOSS: I think so. The most miles
both

22 in the air and on the ground, I think.

23 The title of my presentation today is

24 Fa'asamoa - The Samoan Way. And so I tell talofa

25 lava from the people of American Samoa.

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1 I have cataracts, so I printed this out in
2 14, but I think I will still need some help with
3 reading.

4 I will try and stick to my comments. Who
5 is keeping time? I would like you to let me know
6 when I have one minute left.

7 My name is Dr. Darlene Pincock Moss. I am
8 here today representing the Family 4-H and

Nutrition

9 area of the American Samoa Community College Land
10 Grant Division, which is called the Community and
11 Natural Resource Division. I am the manager of
those

12 programs for the entire territory of American Samoa,
13 that includes less than 58,000 people. So for some
14 of you that's a small county, for some of you that's
15 a large county, depending on your state.

16 We have 18,000 school-age children. The
17 median age is about 25. So that tells you there
are

18 few senior citizens. Many people die between 45
and

19 60. So it's really rather rare when you find a lot
20 of senior citizens.

21 In this testimony I will only address
22 really three main areas that we have there in
23 American Samoa. I'll be addressing the Nutrition,
24 the EFNEP Program; also the Youth At Risk, 4-H
Youth
25 Development CYFAR program; and lastly, I'll comment a

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1 little bit on American Samoa Saves, which connects
2 with the America Saves Program.

3 The Samoan culture is one of diversity with
4 native peoples of the Pacific having similar origin
5 and related languages, customs, and cultures, yet
6 each is different. All of our programs must be
7 adapted to their culture and traditions, and to be
8 respectful, so that we do not disrespect their
9 culture and traditions. They are a very deeply
10 centered culture in family, food and eating
issues.

11 There is a high incidence of diabetes, obesity and
12 high blood pressure. It's estimated that much of
13 that is in the gene pool, but much of that is also
14 from changes from eating the local food to
imported

15 fatty foods, fast foods and empty calorie foods.

16 The EFNEP program continues to be very
17 strong to promote the nutrition education by
18 educating the families and the individuals to try to
19 get them to eat a sound diet. We're trying to help
20 them to see that they need to eat the local taro much
21 more than the white rice.

22 EFNEP is working together with other

23 agencies in partnerships to help the people to live
24 well and eat well, and to add activity to their
25 lives. There are many agencies, and as you

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1 understand, we're a territory and so when I say
2 Department of Education, that's for the whole
3 territory. We partner with the Department of
4 Education, Public Health, with Human Social Services,
5 with the LBJ Tropical Medical Center, and with anyone
6 who has anything to do with health and nutrition.

7 The lessons that EFNEP uses are being
8 revised to include more hands-on activities and more
9 of the experiential learning.

10 There are many who work together in a
11 coalition now. Since the coalition program was held
12 in Dallas, Texas, last year, we have organized a
13 Nutrition Coalition. And they are working to develop
14 public policy for the entire territory on food
15 security, safety and nutrition issues. We also have
16 representatives from the FONO, which is the
17 politicians on the territory.

18 Americans Samoa is made up of basically six
19 islands. And most of the population is on Tutuila,
20 where I live.

21 I have one minute, so I'm going to just
22 shortly say that the Coalition is working very
23 closely and being very successful.

24 We also are hired by the Human and Social

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1 recipients. And that is going very well and very
2 strong.

3 We have the CYFAR program, which helps to
4 teach the culture to the children. And I want to
5 just share a couple of statements from that quickly,
6 before I leave.

7 The director of the Samoan and Pacific
8 Studies Program made this statement:

9 "This project has made my mission to
10 perpetuate the Samoan culture much easier. I
11 can see a difference in the views the youth have
12 toward their Samoan heritage."

13 And a youth made this statement:

14 "I love the Samoan arts and crafts. Before
15 this I was embarrassed when I saw people making
16 our crafts. Now I really do like them.
17 Fa'afetai tele."

18 Thank you very much, he said.

19 I want you to know that the Samoan people
20 do need the Family 4-H and Nutrition programs.

They

21 need them all. They especially need the American
22 Samoa Saves Program, and we're instigating that
23 presently, getting that going.

24 Please continue the level of funding that
25 we get. And where possible, fill in the gaps and

73

1 increase the funding.

2 And so I say to you, "Fa'afetai lova,"
3 which means thank you very much.

4 (Exhibit 6 marked for identification.)

5 MR. SCHWAB: All right. We're back on
6 track with our technology here. And Debra Glenn is
7 the next speaker, from Alabama Cooperative Extension.

8 MS. GLENN: Good morning. I'm Debra Glenn
9 from Alabama. And I'm affiliated with the Expanded
10 Food and Nutrition Education Program through my own
11 personal testimony, being a member of the 4-H DOT
12 group that was in my community as a child.

13 And I heard so many testimonies this
14 morning. And I thank God that it is a privilege to
15 stand before you, having benefited from the program
16 that influenced and impacted my life greatly and
17 dearly. And I really want to just say to the
18 audience this morning that are affiliated with this
19 program:

20 Thank you for empowering me. Thank you for
21 the opportunity to stand before you to let you know
22 that the program that you are affiliated with really
23 makes a difference in the life of a child. Here I am
24 now, an adult, and I can still remember how impacted

I was by the 4-H DOT group that met in my community.

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1 As a child growing up in the low-income
2 housing project in Birmingham, Alabama, I had the
3 opportunity to really experience what it meant to a
4 child to have someone to come out into the
community
5 and to invest in the life of a child. And that
6 investment came through an agent by the name of
Helen
7 Wilson.

8 Helen Wilson was one of the 4-H DOT
9 leaders. And she would come into this housing
10 project and she would instill in us the
healthy
11 choices that one needed in order to eat well and to
12 be a healthy child and later a healthy adult. And
13 she would conduct these 4-H DOT group meetings
every
14 week. And I would be so enthused with her coming
out
15 to this housing project and sharing with us and
16 letting us know that someone else cared.

17 Not only did she teach to me how to eat
18 well and to make healthy decisions, but she became

19 somewhat of a role model and a mentor to me. Now,
30
20 years later, as I look back and I reflect over those
21 years in the 1970's, I thank God that there was
22 someone, such as Helen Wilson, that came out and
23 invested into my life.

24 When she would leave the Girl Scout house
25 where we met, I would take those recipes home and I

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1 would share with my mother and my four brothers. And
2 at that time I had never taken a food product and put
3 it in a bowl and mixed it up and got something that
4 was really good and tasteful to eat.

5 And now I look back and I go to my mother's
6 house, and she still has that mixing bowl. You know,
7 she still has some of those cups that she bought
8 because she was so happy that I was learning how to
9 cook and to really survive. Because, you know,
10 society would say that someone in this environment,
11 with a mother that had five children -- four boys
and
12 a little girl -- the likelihood of my surviving and
13 doing well was very, very slim.

14 And the thought of my being able to manage
15 and to go into a kitchen and to cook a meal and to
16 prepare a meal for my mother and my four brothers,
17 that was a big, a major investment in my life. And
I
18 am just so grateful today that I can stand here
19 before you and say that the program does work.

20 You know, there are so many others
out
21 there who, like myself, who had someone to pour into

22 their life. And made it through because of the
23 empowerment that was placed in my life.

24 And when someone said, "Well, what do you
25 want to say today, as it relates to the program?"

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1 And I said that if I had to write a story and tell
2 about the impact and the influence that this program
3 -- the EFNEP Program, the 4-H Club -- had on my
life,

4 I would say that, in one word, it's "gratitude".

5 And I just want to read to you just a
brief

6 story as I reflect upon what this empowerment, what
7 this gratitude has meant to me in my life.

8 It is an inspiration which I acquired in
my

9 childhood while attending a weekly 4-H DOT (Diet's
10 Our Thing) program, conducted by local Extension 4-H
11 Agent Helen Wilson, which was conducted at the
Tuxedo

12 Housing Project, in the Birmingham housing project
13 where I lived.

14 Mrs. Wilson was very much a role model for
15 me. As I recall, she conducted weekly 4-H meetings
16 at the Scout House, where she taught simple
17 affordable recipes. I remember how excited it was
18 for me to take those recipes home and share them
with

19 my mother and my four brothers.

20 What excited me most was putting food
21 products in a bowl, actually measuring them and
22 coming up with something that was quite tasteful. I
23 had never seen this done before. Everything that I
24 ate came out of either a can, straight out of a bag
25 or, on occasion, mom would mix up a cake. But even

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1 that was sometimes from a box.

2 This adventure opened a door to a life time
3 of self-mastery and achievement, not only for me but
4 also for my mother. My mother trusted me to cook
and
5 to take care of my three younger brothers while she
6 had to work to take care of us. The opportunity
7 proved to me that I had potential and that I could
8 serve in a leadership role.

9 Others started to notice the change in me.
10 And eventually I was entrusted to teach the Brownies
11 and Junior Scouts these simple recipes when Mrs.
12 Wilson was away. This sense of empowerment only

grew
13 stronger through my high school and college.
14 Graduated in the top 10 percent of my high school
15 class; been a recipient of Who's Who Among American
16 High School Students; and received the National

Deans

17 List twice while in college.

18 This gratitude I felt towards the
19 empowerment rendered to me, through Ms. Wilson,
20 reminded me and remained with me throughout my
21 college years. With this gratitude came a desire to

22 instill in other young girls with the same sense of
23 empowerment.

24 For 12 years I have served as a big sister
25 with Big Brothers/Big Sisters, a program in

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1 Birmingham, Alabama. Where I have mentored four
2 young girls from similar backgrounds such as myself.
3 Today one of the young lady's is the first in her
4 family to attend college. While another is in her
5 third year of law school. I would say this is
6 empowerment.

7 I am recently past secretary of the
Board
8 of Directors of Big Brothers/Big Sisters in
Greater
9 Birmingham, Alabama, having served for three years
in
10 this capacity.

11 Presently, I'd like to say to you in
12 closing -- because I see the cue card going up. And
13 I could go on and on, because this program really,
14 really made a major impact on my life.

15 But lastly, I want to close with this: As
16 an ordained minister, I believe that God was the
17 catalyst who brought people, such as Mrs. Wilson and
18 EFNEP and 4-H into my life. And He is the catalyst
19 who inspires me to inspire others. And I hope today
20 you have been inspired by my testimony.

21 Thank you.

22 (Exhibit 7 marked for identification.)

23 MR. SCHWAB: Thank you very much, that was

24 very personal and moving story.

25 MR. SPURLING: We need to bring you to

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1 Washington during budget talks.

2 MR. SCHWAB: Our next speaker is Josephine
3 Swanson from Cornell Cooperative Extension.

4 MS. SWANSON: Good morning. I am Josephine
5 Swanson, Associate Director of Cornell Cooperative
6 Extension and Assistant Dean for Extension and
7 Outreach in the College of Human Ecology at Cornell
8 University.

9 This morning I'm going to talk a little bit
10 about an immediate response kind of effort that we
11 engage in at the Cooperative Extension, and
12 particularly how Family and Consumer Science and
13 Nutrition Expertise was applied to a matter of
14 national concern. So my comments will be
about

15 Cornell Cooperative Extension's educational
programs

16 in response to the events of September 11th and
it's

17 aftermath. And the title of my comments is Family
18 and Consumer Sciences Contributes to New York
State's

19 Post 911 Recovery.

20 Cornell Cooperative Extension has a

21 continuing initiative, which we're calling Resilient
22 Communities, that began literally on the day of the
23 terrorist attacks on September 11th, 2001. Many
24 Extension states' systems rallied in a similar
25 fashion to address the needs immediately after the

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1 attacks and the ripple affects still experienced in
2 our nation. Cornell Cooperative Extension's
3 initiative illustrates the importance of Family and
4 Consumer Sciences in such situations of national,
5 state and local concerns.

6 Early efforts in Resilient Communities
7 addressed short-term needs. And the next phases,
8 that continue today, emphasize managing and
9 participating in change and reestablishing community.
10 This focus recognizes that the effects of the events
11 of September 11th, particularly in New York State,
12 are longlasting.

13 The themes that I use to describe what
14 Cornell Cooperative Extension is doing are understand
15 change; adapt to change; and actively participate in
16 change. Family and Consumer Sciences expertise at
17 the state and local level were extremely important to
18 realizing the outcomes of the initiative, and remain
19 important to our future work.

20 Family and Consumer Sciences' contributions
21 to the program are in areas such as family
22 development, parenting, financial management, food
23 security, accessing community supports, and
24 contributing to community strengths in times of need.

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1 existing Cornell, other land grant university and
2 Extension resources.

3 Extension professionals receive training
4 and information to reteach. And the result was
5 education and knowledge dissemination that helps
6 families cope, adapt, recover and build resilience.
7 We all know that home life was disrupted, making
8 Family and consumer Science materials and expertise
9 extremely important. Families needed strategies
for
10 talking with their children about the many things
11 surrounding the tragedy, including violence and
12 terrorism. And dealing with the media coverage of
13 the events. And building capacity and
understanding
14 for differences and tolerance.

15 Extension FCS parenting education materials
16 and articles featuring child development experts,
17 such as James Garbarino at Cornell University. They
18 were made available through the web, e-mail and other
19 outlets.

20 Family members in the New York City
21 metropolitan area experienced a disruption in their

22 employment and their financial resources. Some lost
23 jobs completely. Lower income service workers were
24 particularly affected. FCS expertise in dealing with
25 reduced income, budgeting and other financial

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1 management topics was immediately applicable.

2 A special network between Extension and the
3 Garment Industry Development Corporation provided
4 Chinese and Spanish translations of simple, practical
5 financial management materials for the garment
6 workers who were actually displaced by the attacks.

7 Next, I'll mention some of the outcomes,
8 organized according to the goals of the initiatives.
9 The first goal is to help people identify and apply
10 strategies that enable them to adjust to their
11 losses. So I mentioned the Resilient Communities
12 website, which was active 24 hours after the
13 September 11th attack. I worked with Dr. Kathann
14 Cress, who was our former assistant director for 4-
H,
15 and now has joined the CSREES staff.

16 And I wanted you to know that I have a
good
17 supply of bookmarks that have our website address on
18 them. I'm making them available here and throughout
19 the conference here in Kansas City.

20 So the website initially dealt with
helping
21 people really adapt and adjust to the crisis. And

22 subsequently, we also dealt with how people respond,
23 in terms of crisis and change. And now the current
24 focus is on quality of home life, work life and
25 communities.

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1 I will quickly go through the other
2 outcomes: Guiding parents, children and adults,
3 working with children in their continued effort to
4 try to understand the tragedy.

5 I wanted to mention, we worked in
6 partnership with the New York State Office of
7 Children and Family Services, to do a satellite
8 broadcast on talking with children about the national
9 tragedy.

10 We provided personal financial management
11 education, including an update of 17 financial
12 management publications. We had over 15,000
13 downloads in the first few months. And you know that
14 a download of these publications means many more were
15 duplicated.

16 As we continue, we are really dealing with
17 a system-wide response in Cooperative Extension. We
18 provided CD on Agriculture and Food Systems
19 Biosecurity and a workshop on community decision
20 making.

21 In closing, I want to acknowledge the
22 support of land grant systems colleagues, state
23 specialists, educators, 4-H members, and volunteers
24 for the personal assistance, in-kind support, special

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1 the state.

2 Soon into the project we were very
3 fortunate to have Dr. Sharon Danus, a professor in
4 the Department of Family/Social Sciences Ecology,
5 Community Ecology, at the University of Minnesota,
as
6 a project subject leader while she was on sabbatical
7 at Cornell. And Professor Danus is a Family and
8 Consumer Science scholar and brings the integrative
9 and holistic approach to the program, from the FCS
10 discipline.

11 As we continue the initiative we have a
two
12 dimensional focus. We've received special needs
13 funding from CSREES to continue. We will directly
14 target families who were disrupted from the
attacks
15 in the New York City metro area, working through
16 children in a particular high school. And then
17 secondly, we will keep the website up-to-date and it
18 will be continually revised.

19 And thank you for this opportunity.

20 (Exhibit 8 marked for identification.)

21 MR. SPURLING: Next up is Margaret Moore.

22 MS. MOORE: Good morning. My name is

23 Margaret Moore. I'm the parent education coordinator

24 for the University Outreach and Extension, the Youth

25 Initiative Program.

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1 I'll be talking about Effective Black
2 Parenting, Comprehensive Parent Education. Effective
3 Black Parenting is a nationally acclaimed parenting
4 skill-building program. It was created by the Center
5 for Improvement of Child Caring. Effective Black
6 Parenting is considered a best practice program
by
7 the Western Regional Center for the Application
of
8 Prevention Technologies. It teaches parents and
9 other caregivers how to raise African American
10 children to be healthy, proud and capable people.
11 The curriculum includes the unique history of
African
12 Americans.

13 Our goal in the Youth Initiative Program
is
14 to provide comprehensive parent education
15 programming, providing parents with a wide variety
of
16 tools to develop and enhance their parenting skills.

17 The parenting series has 15 3-hour
sessions

18 and a retreat. The last session is a graduation.
19 And we try to make the graduation a celebration
for
20 the families. The sessions teach ways to achieve
21 effective family communications, healthy Black
22 identity, how to resist illegal street pressures.
23 It also addresses discipline issues. It
24 gives child development information to assist parents
25 in setting age appropriate rules and expectations for

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1 their children. It also covers issues of drug abuse
2 and single parenting.

3 Many of the parents come to class with a
4 spanking as the first option for their
discipline.

5 Some of the parents who leave the class, then no
6 longer use spanking as an option for their first
7 choice, sometimes not an option at all, which we
feel

8 is a success.

9 We started offering the Effective Black
10 Parenting in the Kansas City area in 1996. As of
May

11 2002 we have 303 graduates. Our average class size
12 is 15 parents, which is small. But this allows more
13 time for each parent to interact with the
facilitator

14 and other parents in the class. There is extensive
15 role play and homework in a number of these
sessions.

16 Parents have an opportunity to practice the
17 techniques on each other. And this gives them an
18 opportunity to try these things out before they go
19 home and try them on their children, which is

20 sometimes a scary thing for parents.

21 We have an 85 percent graduation rate.

22 Parents must attend at least a minimum of 12
sessions

23 to receive a certificate of achievement. We have

24 found that the parents feel good enough about what
25 they are learning, that they are committed to coming

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1 to the classes and are enhancing their parenting
2 skills.

3 We receive referrals from the community:
4 schools, community health agencies, Department of
5 Social Services, a number of areas. But our biggest
6 source of referrals remains from those people who
7 have graduated from the class.

8 Although our goal is to offer more classes
9 in the community, the current obstacles of doing this
10 is not having enough certified facilitators to make
11 this happen. That and the funding, of course, to the
12 series.

13 We have recently received a grant to train
14 at least ten new facilitators. And we currently have
15 two trained facilitators doing this job. So with the
16 addition of the ten new facilitators, this will
17 greatly enhance our ability to reach the community.
18 And we will continue to seek funding to do the
19 additional classes.

20 Again, the goal for the Youth Initiative
21 Program is to offer comprehensive parent education to
22 the parents in our community. We realize that if we
23 impact the parents, this impacts the family; thereby
24 impacting our community.

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1 (Exhibit 9 marked for identification.)

2 MR. SPURLING: Sandra Brown from Washington
3 State.

4 MS. BROWN: Good morning. My name is Sandy
5 Brown and I'm from Washington State University
6 Cooperative Extension. And I'm a food safety and
7 nutrition agent in Southwest Washington. I also
8 supervise a Food Stamp Nutrition Education Program
in
9 two counties in Southwest Washington.

10 Today, I'm going to speak about the Food
11 \$ense Program, as we call it in Washington. And
what
12 impact it has had on families in the state.

13 The Food \$ense Program in Washington works
14 with over 180 community partners. These partners
15 include Senior Nutrition programs, churches,
schools,
16 food banks, migrant families, and child care
17 providers for farm laborers.

18 The Food Stamp Program reaches these
people
19 either on the farms themselves, we go into the

20 schools, we go into the churches, and we go into
21 community centers, trying to reach youth and family.
22 The strength of our program in Washington
23 State includes the flexibility of program curriculum
24 and teaching methods that we use to reach a very
25 diverse audience. We also try to provide classroom

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1 activities that reach or use student learning
2 achievement, academic learning achievement standards
3 that the schools have set. We try to match our
4 program curriculum objectives with the objectives
5 that the schools have for the students to learn by
6 the end of the school year. We also try to use
7 outcome-based measurements to evaluate the
programs
8 themselves.

9 In the last year we've worked with over
10 28,000 individuals and youth in the State of
11 Washington. As a result of these programs, 70
12 percent have improved nutrition practices in two
or
13 more ways. These might include eating more fruits
14 and vegetables or eating foods lower in fat. We have
15 many parents contacting us said, "My children want
16 carrots and broccoli instead of candy bars."

17 Seventy percent of these people have also
18 improved food safety practices in their homes, which
19 has reduced family illness and absenteeism from
20 school.

21 Eighty-two percent report that they've
22 improved practices, such as buying fewer convenience

23 foods, making their own convenience foods, and
24 shopping with a grocery list. This, in turn, has
25 saved them money at the grocery store and has offered

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1 them money to pay other bills that they have, that
2 incurred.

3 There seems to be two gaps in our current
4 program. The first one is assistance in working with
5 clientele of a very diverse background. There's a
6 need for some diversity training and working with the
7 various cultures in our state. Also there needs to
8 be some help with interpretive and translation
9 information for these audiences. In one school that
10 we work in, there's 55 languages spoken by the
11 students there, other than English.

12 The second gap relates to training and
13 funding for assistance to work with people at
high
14 risks for chronic diseases, such as diabetes and
15 heart disease.

16 Future directions then, for our Food
Stamp

17 Program, is to look at these two areas that we have
18 gaps. Those include trying to develop alternative
19 teaching methods and curriculum for the diverse
20 audiences that we have in Washington. And
including

21 adaptations for the language, trying to get things in

22 other languages. We have about seven languages that
23 we try to interpret most of our information, but it's
24 hard to find people that can interpret that
25 information accurately.

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1 The second future direction is to involve
2 research in the development of new curricula for
3 nutrition prevention and management for the people at
4 high risk for chronic diseases. We're hoping to find
5 curriculum in diabetes and heart disease.

6 This program has been a benefit to many
7 people in the State of Washington. And we hope to
8 continue nutrition education for these families.

9 Thank you.

10 (Exhibit 10 marked for identification.)

11 MR. SPURLING: Next up is Nina
Henderson.

12 MS. HENDERSON: Good morning. My name
is

13 Nina Henderson and I live in Kansas City,
Missouri.

14 And I'm a graduate of the Effective Black
Parenting

15 Program. I graduated in May 2000.

16 The title of my presentation is the Dilemma
17 of Grandparents. I chose my title as I remembered
18 the despair that I felt when I realized that my
19 great-granddaughter, Essence, was not responding to

20 instructions and rules. If I said do this, she
21 didn't. If I said don't, she did. I tried
22 everything, but nothing worked. I spanked her, but
23 that hurt me worse than it did her. I cried and I
24 thought about it, and I just thought, there must be a
25 better way.

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1 During one of her visits to the doctor I
2 mentioned that she was very active and did not seem
3 to remember simple rules and instructions. He
tested
4 her and told me that she was ADHD. The brochures he
5 gave me helped me understand her actions. I felt
6 that I needed to get through this. I needed help to
7 get through this.

8 But before I tell you what I did, let me
9 tell you a little bit about my past. I've been
10 parenting for two generations. I've had two
previous

11 parenting classes. Both were one-day classes. The
12 first was after the birth of my first daughter. I
13 was 16 years old and didn't have a clue about what
to
14 do with this little baby doll. I continued to give
15 birth three consecutive years and three more baby
16 dolls. By that time it wasn't fun anymore.

17 I still had the instructions from the parenting
18 class, but I was too busy trying to go to school and
19 work, to really work on the techniques and to try to
20 figure out why some of the techniques didn't work.
21 It seemed easier to me to use spanking as a

22 discipline. After all, that's what my parents used.
23 They did things in such a way that you didn't dare
24 disobey them, because you knew what was coming.
25 When my granddaughter was born, there was

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1 no one to care for her except me. I enrolled in
2 another parenting class because I wanted to do it
3 better this time. I had more time to read and apply
4 the rules, but there were still some areas that
5 didn't work. So I used spanking occasionally. I
6 told myself that spanking was all right, if it was
an
7 offense that was life threatening.

8 Now that you know a little of my past, I
9 think you will understand why I enrolled in the
10 Effective Black Parenting class. I just could not
go
11 through another scene of spanking. The benefits of
12 the class are: It helped me to understand why we,
as
13 black people parent the way we do; it gave me
14 alternatives to use, instead of, to avoid spanking;
15 and role-playing to ensure that I was applying the
16 rules correctly.

17 I took comfort in knowing that there was
18 someone to go back to and just say, "Help." I thank
19 God that there was a warm body instead of a piece of
20 paper to help me become a successful parent. I know
21 that parenting is not something that you learn

22 overnight. I want to be a facilitator so that I can
23 help others to learn what I learned.

24 In closing, I'd like to quote an African
25 proverb that says: "The ruin of a nation begins in

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1 the home of its people." And I added to it another
2 truth: "Hit a child and you teach him to fight
and
3 the violence begins."

4 Thanks for listening.

5 (Exhibit 11 marked for identification.)

6 MR. SPURLING: Thank you. Carol West.

7 MS. WEST: Good morning. My name is
Carol

8 West and I am a Cornell Cooperative Extension
9 educator, specializing in human development
10 programing in Jefferson County, New York, which is
11 based in Watertown, snow country.

12 In the few minutes I have, I would like
to
13 share some examples of how Cornell Cooperative
14 Extension educators are addressing important family
15 issues through partnership with the university and
16 other public and private agencies. Extension
17 educators are in a unique position to develop,
18 implement and evaluate high quality educational
19 programs based on the most current research
20 available.

21 One example of a program that I've

been

22 involved in the development of is Smart Steps. Smart
23 Steps is a parenting curriculum for families involved
24 in stepfamily relationships. Demographics show that
25 stepfamilies are the fastest growing family forum in

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1 the United States today. This was a collaborative
2 effort with the Stepfamily Association of America,
3 with support from the Department of Human

Development

4 at Cornell University. While this is a new program,
5 a very strong evaluation component was incorporated.
6 And this will be conducted by Auburn University in
7 Alabama.

8 A comment of one of the young people who
9 participated in our pilot program, was that for
the
10 first time he realized that he wasn't alone in his
11 feelings about being involved in a stepfamily.

And

12 many of our current parenting programs do not
address
13 the issues of stepfamilies today. So we felt that
it
14 was important to focus on this important topic.

15 Another example is a program titled
16 Parenting the Second Time Around. And this is a
17 program for grandparents and other relatives
caring

18 for children. This too is a growing trend in our

19 country today. This program was developed by a team
20 of educators in our state, who partnered with the
21 Department of Human Development and Family Studies
22 at
23 Cornell, with the State Office of the Aging and
24 Brookdale Foundation to develop the curriculum.

24 Both of the programs that I just mentioned
25 were partially funded by Smith-Leever Grant, Federal

23 costs to place a child in foster care, this would be
24 a wise and very cost effective investment. While we
25 are already doing some programming in this area, we

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1 need to do more.

2 There are also many opportunities to
3 partner with others, around these topics, to apply
4 research-based information.

5 Thank you.

6 MR. SPURLING: Thank you. Karen Varcoe.

7 MS. VARCOE: Good morning. I'm Karen
8 Varcoe from the University of California. I'm Human
9 Resources Program Leader, which includes
10 responsibilities for Youth Development, Community
11 Development, and Nutrition Family Consumer Sciences.

12 This morning I'm going to be describing a
13 number of ongoing programs in California that
promote

14 the well-being of families. These are programs that
15 very much include the cooperation among AES
16 researchers, campus faculty and Extension advisors.
17 Additionally, many of these programs have received
18 some type of USDA or CSREES funding, which has made
19 it possible for them to be a part of the
programming

20 that we do in the state.

21 Scientists in the College of Agriculture
22 and Environmental Sciences at UC-Davis are finding

23 solutions to problems of infant and maternal
24 nutrition. They are researching how to create infant
25 formulas similar to breast milk and it's proteins,

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1 that prohibit intestinal and respiratory disease.
2 Rice plants have been genetically modified to carry a
3 human gene for a milk protein called lactoferrin.
4 The goal is to use the modified milk as the basis for
5 a new infant formula that is similar to mother's
6 milk.

7 Another finding they found, a proper diet
8 may reduce pregnancy complications and birth defects.
9 In a study of young children in the Women and Infant
10 Children Federal Program, revealed the startling
11 facts: 15 percent had anemia; and 22 percent
had

12 iron deficiency. Despite efforts to provide the
13 right foods and choices. Infants, young children
and
14 pregnant or nursing women are especially high at
risk

15 for zinc deficiency, because they have increased
16 needs for essential nutrients. And all of these
17 findings have been put to use as part of our
Outreach

18 programs to families in California, through the
19 Extension program.

20 The Center for Weight and Health at

21 UC-Berkeley, is involved in a number of exciting
22 research and educational programs that relate to
23 children and weight. The increasing prevalence
of
24 childhood obesity, especially among low income ethnic
25 populations has been well documented in California.

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1 Children and Weight, What Can We Do, is a system's
2 and environmental change project, with the goals of
3 facilitating the availability and nutritious diets

to

4 Food Stamp Program participants. A resource kit,
5 based on the research conducted at the center, has
6 been developed and distributed throughout

California

7 and the nation. It emphasizes the importance of
8 making changes to create environments that

foster

9 healthy eating and physical activity patterns.

10 Another UC study reveals that rural

low

11 income families are not taking full advantage of
12 support in assistance programs that are known to
13 improve family's financial situation and

increase

14 children's well-being. The California study, which
15 is part of a 15-state study, known as North Central
16 and C-223, looks at the impact of Welfare reform in
17 rural America. USDA and the National Research
18 Initiative Competitive Grants Program is studying

the

19 15-state data analysis for the study.

20 Just since our survey, annual about
income,

21 work status, money management, health care,

22 nutrition, food security and transportation, in

23 California, 40 mostly Latino low-income families in

24 Madera and Kern County are being tracked over the

25 course of three years. And we chose Latino families

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1 as the focus in California to give them a voice, as
2 Latinos are under-represented in most nationwide
3 studies.

4 The first year researchers found that 75
5 percent of the California families eligible for Food
6 Stamps were not enrolled in the program. Just 19
7 percent of the eligible Latino families used Food
8 Stamps. More than 36 percent of the Latino
children

9 had no health insurance coverage. When asked about
10 the types of food eaten in the household, using a
11 food security module developed by USDA, 5 percent
12 were considered food insecure with hunger; 25
percent

13 were food insecure without hunger; 23 percent were
14 marginal in food secure; and less than half of the
15 California rural families included in the study were
16 food secure.

17 In some cases the researches have found
18 iron needs in the family money matters and strategy.
19 Financial decisions are often made on emotions and
20 without counsel. A family might need transportation
21 and buy a brand new car, they will have huge car
22 payments. Yet they live three families to an

23 apartment. Just being part of the study is having a
24 positive impact on the lives of some of our
25 participants.

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1 One woman, the first year of the study,
2 said she wanted to go to school, but didn't have a
3 driver's license. But the second year, when the
4 interviewer returned, she had her license. She
was
5 taking job training and was working as a certified
6 nurse assistant. What made the difference? She
7 related to the interviewer, "Was being asked at
the
8 end of the survey what she would like to see
happen
9 in the next three years." She told the interviewer,
10 "If it wasn't for you asking me what my dreams were,
11 I probably wouldn't have given it much thought." And
12 I would have loved to have brought her here today.

13 The present second year data is currently
14 being analyzed. And the third and the final round of
15 interviews are being conducted. As our interviewers
16 leave, that third interviewer, they're finding that
17 they are leaving a member of the family. And many of
18 our families have said, "Won't you please come back
19 again? We like somebody asking us what we know, what
20 we're feeling."

21 And another program, we're talking about
22 Financial Literacy for You. Teenagers have access to
23 and spend a great deal of money each year. Yet
24 research indicates that their financial literacy is
25 low. A major factor in these low scores is the way

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1 personal finance materials is presented to students.
2 To find out how students want to learn about
3 financial matters and what they want to learn about
4 -- I'm sorry.

5 A group of research survey teams in
6 California, briefly, having been involved in the
7 program, reported even more breakthroughs about the
8 use States of money, the importance of savings,
9 family finances and how the money should be spent.

10 Thank you.

11 MR. SCHWAB: Okay. Ann Gifford from
12 Cornell. Heavy turn out from Cornell.

13 MS. GIFFORD: Financial Management
14 Education Empowers Individuals and Families and
15 Fosters Sustainable Communities.

16 Good morning. I'm Ann Gifford, Consumer &
17 Financial Management Educator, Cornell Cooperative
18 Extension of Tompkins County, located in Ithaca,
New
19 York.

20 I applaud USDA-CSREES for elevating
21 attention and support for financial literacy
22 education to a new level through the launching of the
23 new federal initiative Financial Security in Later

24
25

Life.

As a Cooperative Extension Educator, I have

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1 had the fortunate opportunity to help develop and
2 foster a partnership with a local utility, namely New
3 York State Electric & Gas, that has allowed
4 Cooperative Extensions in 43 New York State counties
5 served by the utility, to develop financial
education

6 for their limited resource customers.

7 As the utility saw the need for financial
8 literacy education, they also recognized that
9 Cooperative Extension Educators, with their
10 connection to Cornell University and the land grant
11 system, could provide expertise and experience in
12 this area, and they sought us out.

13 In the just over three years this collaboration
has

14 been in place, more than 40,000 households have
15 received at least one edition of our 18-
month

16 financial management calendar and 18 monthly
17 newsletters.

18 Additional funding was provided for the
19 development and piloting of One-on-One Financial
20 Management Education Program, in which interested
21 limited resource households meet with a Financial

22 Teaching Assistant for at least six sessions over
23 four to six months. With their financial
teaching
24 assistant as a coach, participants identified their
25 specific personal goals, tracked their spending, and

1 develop and implement a spending plan, as well as
2 explore ways to maximize their resources. Pre and
3 post assessments document the positive impact of this
4 effort.

5 Recently, a reassessment was completed to
6 determine if participants were successful in
7 sustaining the progress they had made while in the
8 program. Data was collected from the participants
9 who had completed the sixth session at least six
10 months prior to the reassessment. I am very pleased
11 to report that between 81 percent and 96 percent of
12 the respondents improved or maintained their progress
13 in 18 out of the 21 money management behaviors
14 evaluated.

15 The most powerful part of the reassessment
16 was the feedback from the participants as they
17 reported what a major impact the program has made in
18 their lives. One participant said, and I quote,
19 "Before starting this program I was sure there was no
20 hope. I thought I had to file for bankruptcy. But
21 now I pay all my bills and even managed to cover an
22 unexpected car repair last month," end of quote.

23 Another participant said, and I quote, "I
24 gained confidence in how I was managing my money and

budgeting. I was given positive reinforcement from

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1 the person I worked with. This added confidence also
2 gave me a sense of pride in myself," end of quote.

3 New York State Electric & Gas customers are
4 not mandated to participate in this educational
5 effort. They come because the Cooperative Extension
6 One-on-One Program is seen as non-threatening, as

a

7 benefit to the program and to them. Incentives,
8 including a \$50 energy credit applied to their
9 utility bill, are also a key. A strength-based
10 approach, based on the family development
approach

11 that we heard about first thing this morning, is
used

12 because it empowers individuals and families to set
13 their own goals and make their own choices, based on
14 their values.

15 I tell you all of this because I firmly
16 believe Cooperative Extension should be providing
17 more of this type of indepth financial management
18 education for households. Cooperative Extension
is

19 good at this type of programming because of our link
20 to the land grant system and, therefore, our ability

21 to connect the research and knowledge on personal
and
22 family financial management. This link also
provides
23 the capacity for formative program evaluation to
24 improve implementation, as well as evaluation to
25 document the effectiveness of our efforts.

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1 The MONEY 2000 program is another excellent
2 example of a successful long-term educational effort.
3 It is estimated that participating New York State
4 households have increased their net worth in excess
5 of \$14 million by increasing savings or
decreasing
6 their consumer debt.

7 The economic and other benefits that
8 families realize through participation in such
9 educational programs are possible because of the
10 public funding from local, state and federal levels.
11 These public recourses provide the critical basis
12 needed for leveraging collaborations and funding
from
13 private partnerships. As consumer debt and personal
14 bankruptcies continue to increase, the continued
15 support for government and private sources are
needed
16 to expand long-term educational opportunities to
more
17 households. Such efforts will not only improve the
18 lives of the individuals and families, but also
19 enhance the well being of our communities.

20 Thank you for this opportunity.

21 (Exhibit 12 marked for identification.)

22 MR. SCHWAB: Thank you. Next up is Sharon

23 DeVaney, from Purdue University.

24 MS. DeVANEY: Good morning. I'm Sharon

25 DeVaney. I'm an Associate Professor at Purdue

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1 University, in the Department of Consumer Sciences
2 in Retailing.

3 I'm going to report very briefly on two
4 programs that were funded by Innovation Initiative
5 grants USDA-CSREES. And as you will see, one
project

6 overlapped the other project. And the title is
7 Retirement and Succession Planning of Farm Families.

8 I had a sabbatical in the Economic and
9 Community Systems in the fall of 1999, at USDA. And
10 it was a very interesting time. They're renovating
11 what I call the old building there, and everybody
had

12 just moved. That alone added to, you know, not only
13 was a newcomer to the situation, but everybody else
14 was very disorganized at that particular time.
15 However, it had a very positive outcome.

16 I was asked by Jane Schuchardt and Dawn
17 West, to work on a proposal to learn more about
18 requirement and estate planning of farm
families.

19 And some people think that farmers don't plan
for

20 retirement. I must correct you. Farmers do plan
for

21 retirement, they just plan very differently than
22 everybody else.

23 I conducted interviews and focus groups
24 between January and May of 2001. And sometimes I
25 interviewed the farmer and sometimes I interviewed

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1 farmer and spouse. And I also spoke with groups who
2 were the estate planning attorneys, and that
provided

3 incite, too.

4 There was a reoccurring theme. And many
5 farmers said, "I don't know if I can afford to
6 retire." And another issue -- in case I forget this
7 later -- that came up very often, was their concern
8 for long-term health care. But I want to get back
to

9 the one about "I don't think I can afford to retire,
10 but I really don't know."

11 However, the farmers, as we know, often
12 said that the quality of life for their family was
13 what kept them on their farm. But at the same time
14 they acknowledged that if they did not have an
15 off-farm job or their spouse have an off-farm job or
16 both of them, they wouldn't be surviving
financially.

17 They also alluded to the fact that farm transfer
18 payments made a difference, too, as we all know.

19 So really, an outcome of that series of
20 interviews and focus groups with farm families was
21 the question: Can I afford to retire from

farming?

22 And this prompted another small grant innovation
23 initiative. And this time the intent was to develop
24 an Internet site.
25 And I had done the first project by myself.

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1 And the second project was more than I knew that I
2 could handle by myself. And my two collaborators are
3 George Patrick, in the Department of Ag Econ at
4 Purdue and Janet Bechman in Cooperative Extension.

5 And we brainstormed for a while to
figure
6 out if we needed to try to work on the issue of
7 retirement planning and farm transfer. And we
8 simplified it in a retirement site, that we have
done

9 the development for. And it is available, looks
just
10 at the question of affording to retire. And the
11 retirement site is called A Retirement Estimator for
12 Farm Families. And the web site address is
13 www.ces.purdue.edu/farmretirement, all one word,
14 slash.

15 The site looks at current expenses, change
16 in expenses after retirement, life expectancy,
17 sources and the amount of income in retirement, and
18 expenses in retirement. We assume, that as farmers
19 or spouses sit down to do this, that they will enter
20 their information. And it asks all the searching
21 questions that we could possibly think of, to how

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1 "It doesn't look like you'll be able to retire" or
2 "Congratulations, it looks like you'll be able to
3 retire."

4 Then we say to them, "Here is this,"
what

5 we call a change screen. You can go back, you can
6 change things. It's like a what if scenario. so
7 that, you know, if you thought: Well, now,
let's

8 see. If I did some custom work or if I sold
this
9 property or if I thought I'd get a better rate
of
10 return. And so there are ways to look at it
from
11 another point of view.

12 It is important to know that the site does
13 not store any information. It links to the Internet,
14 but it doesn't store any information. So that there
15 is complete privacy for the farmer.

16 It links to some sites that are very
17 helpful, such as the Social Security Administration.
18 Then it helps people focus on all of these concerns.
19 We think that -- it's just become available. It was

20 rolled out at Financial Security in Later Life
21 Conference in March. And it has just been announced
22 through a press release. I'm doing radio interviews.

23 I have learned a lot. That farmers listen
24 to the radio. They read farm magazines. They listen
25 to the radio. They read their newspaper. And that's

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1 a good way to communicate things.

2 So I thank you for learning about it.

3 (Exhibit 13 marked for identification.)

4 MR. SCHWAB: Thank you.

5 MR. SPURLING: I have actually been on that
6 site. It's fun to fiddle around with, actually.

7 MS. DeVANEY: Thank you.

8 MR. SPURLING: Unfortunately, it said I
9 couldn't retire.

10 MR. SCHWAB: Our next speaker is going to
11 be Dr. Mary Gray from Colorado State University,
12 Cooperative Extension.

13 DR. GRAY: I'm the Associate Director for
14 Programs at Colorado State University. And I'm
15 in

16 the delightful position of having listened to the
17 wonderful testimonials that we've heard already
18 this

19 morning. Because I'm going to talk about
20 accountability. And I want to speak about a very
specific concern in the area of accountability for
Families Consumer Sciences programs. I would
state

21 it as follows:

22 There is generally a lack of public and
23 stakeholder knowledge about the impact power of
24 CSREES and state partnering programs in family,
25 consumer, nutrition research, extension and

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1 education. And I would like to suggest there are
2 several reasons for this and would like to share some
3 thoughts and requests with you.

4 First of all, Family Consumer Science
5 generally is a very creative profession with a
6 breadth of programs that encourages responses and
7 divergent programing and scholarship. I think
you've

8 heard a number of examples of that this morning.

9 You've heard Food Stamp Nutrition Education
described

10 as a program that uniquely responds to specific
11 issues in a community and state. You have heard,
12 very clearly, a discussion of parenting with teen
13 parents; with parents in prison; with African
14 American parents; with parents who are grandparents
15 and parenting again for a third generation.

16 Second, this profession is
17 mission-oriented, rather than marketing-oriented.

We

18 tend to be marketing-oriented only in terms of
19 obtaining the appropriate audience that we wish to
20 work with, partners we wish to work with. But we
21 tend to be deeply committed to the work we're doing

22 and do not spend enough time talking in settings
like

23 this about the power of the impacts we have.

24 Third, investments in Family Consumer
25 programs are often capacity building. They have

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1 long-term impacts across generations. They are not
2 always amendable for short term; six months, one year
3 or one congressional period of time.

4 Fourth, most of our programs are complex
5 multi-disciplinary and focused. They are integrated
6 across personal, family, community and societal
7 levels. This creates impacts that are very complex,
8 that demand extreme skills on the part of
evaluators

9 and responders. And they are both quantitative and
10 qualitative.

11 Fifth, fiscal resources for evaluation
are
12 often very lacking. Sometimes because they simply
13 are not requested. Sometimes because they are
14 disallowed by funders or by specific
programs.

15 Sixth, there is generally a lack of
16 agreement and a lack of joint efforts to promote
very
17 common indicators of impact of our programs. And I
18 think this partly comes out of a philosophy in our
19 training for being creative, critical scholars.

We

20 always can improve something. Make it different.
21 Make it unique to Alabama versus California, et
22 cetera. What this means, that we sometimes spend
23 more time talking about the uniqueness of a program,
24 rather than the broad commonality of outcome
25 impacted.

20 between CSREES and the states, to responsiveness.
21 I'd like to comment briefly on the ECOP Board on
22 Human Science, EFNEP Liaison Committee. Also comment
23 on the CSREES Family Consumer Sciences plan of Work
24 Impact Committee. And finally on the Marketing
25 Committee.

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1 Responding to these concerns, approximately
2 three years ago the Family Consumer Science's
3 Assistant Directors identified the need for creating
4 some commonality and impact for our programs. And
5 created a committee, which has been working over the
6 last two years.

7 This impact committee identified impacts
8 and impact indicators in seven major program
areas.

9 And the process was long and very intrusive. But
10 basically involved looking at the federal plans of
11 work filed with CSREES in '99. And looking at the
12 states with the majority of programming in the
13 following seven areas; child care, financial
14 management, food safety, health, housing and the
15 environment, human nutrition, and parenting.

16 Groups of state specialists and
assistance
17 directors from across the country identified the
18 impact these programs were moving toward and,
again,
19 selecting the exact indicators that each of these
20 programs could speak to.

21 At this point we are ready to have

22 significant and intensive discussions with state
23 specialists across the state, those who were not
24 already involved in those planning committees. And
25 talk about how this data base, about common

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1 indicators can be shared in significant ways at the
2 national, state and local levels.

3 I would suggest that there are several next
4 steps needed and very significant to all of us, as we
5 look at the power of these programs. We need
6 structural and communication support for the
7 implementation of the these outcome indicators at a
8 variety of places. We need to make sure that

Family

9 Consumer scholars are present at the table as we
10 discuss evaluation, as we discuss planning and
budget

11 processes. We need an integration of this work into
12 the E-system that is being designed by CSREES. We
13 need ECOP reinforce this work and share it with
14 significant public groups throughout the country.

We

15 need fiscal support from CSREES to reinforce the
16 successful use of this data base and to
provide

17 funding to increase the power of the analysis
18 obtained.

19 It is encouraging to see the new national
20 office for planning and accountability. And I

would

21 suggest that this is one of the places where funds

22 for pilot projects or for some of the projects

where

23 the use of this data would be powerful.

24 In addition, we need strategic reporting to

25 members of Congress, state legislatures and county

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1 government. And obviously, those are things that
2 across the country, we in the state partnership and
3 our clients at all levels can be engaged in.

4 I think it's important to state that
5 frequently, the wonderful impacts that have been
6 described today, with very targeted audiences, with
7 very specific indicators, are not known by people who
8 are making fiscal decisions.

9 I think as we talk about the EFNEP program
10 and the intent of that task force to improve the
11 visibility of EFNEP by increasing its funding, when
12 an issue is the indicators for the power of that
13 program. We have very good indicators on food safety
14 outcomes, on dietary outcomes, on food practice and
15 budgeting outcomes. And you heard today, some very
16 clear comments about the self-actualization of
17 individuals working in the program. I think that's

a

18 very good example of the complexity and integrative
19 quality of much of the programming that we do in
20 Family Consumer Sciences.

21 And I would like to suggest that increased
22 funding, both from the CSREES standpoint and from
23 funding from the Agricultural Experience Station,

24 could enhance the power of studies done to show the
25 breadth and varied powerful nature of these impacts.

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1 I thank you very much for the time today to
2 discuss this. And best wishes for the rest of the
3 day.

4 (Exhibit 14 marked for identification.)

5 MR. SPURLING: Thank you.

6 MR. SCHWAB: Thank you, very much.

7 Our next speaker is going to be Lupe
8 Aguilar, who is a volunteer with the University of
9 Missouri Extension.

10 MS. AGUILAR: You've got some excellent
11 speakers. I'm not a public speaker, but I'm willing
12 to be here. And I'm going to read from this paper,
13 because I'm ill-prepared compared to you. I am here
14 because Nina Chen asked me to be. And I never say no
15 to her. She's a very committed person.

16 Building Bridges is a community-based
17 intergenerational program that was developed by Dr.
18 Nina Chen, human development specialist from the
19 University of Missouri Outreach and Extension.
20 Building Bridges was field tested in the west central
21 and southwest regions. The Building Bridges program
22 emphasizes collaborative effort and partnerships, and
23 is a multi-cultural, multi-disciplinary, and bi-state

24 program.

25 Education, friendship and caring are major

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1 components. The purpose is to provide opportunities
2 for children and senior citizens to share with and
3 learn from each other and exchange affection through
4 a variety of activities. The interaction between
the
5 two generations have brought joy and meaning to
their
6 lives and experiences.

7 More than 6,000 children, frail and home
8 bound seniors joined the program in Missouri. This
9 year 39 schools, nursing homes, senior citizens
10 centers, and agencies in the Greater Kansas City
area
11 are participating in the program, which will help
12 bring more than 2500 frail and homebound seniors
13 together for meaningful interactions and
experiences.

14 According to pre and post tests and
program
15 evaluation results, Building Bridges not only helps
16 children build a sense of caring, compassion and
17 respect for the elderly, but they also have more
18 positive perception about older adults.

Building

19 Bridges has increased frail senior's social
contacts

20 and opportunities to share their skills and
21 experiences with younger generations.

22 And Nina brought some children over to
our

23 senior center, which is Casa Filipe, predominantly
24 it's Hispanic. We have all races, and from different
25 countries. But we're located in a heavily populated

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1 Hispanic area. And it was fun. It was fun to
2 interact with them.

3 And I'll let Irene share some of the
4 comments that they made. They have written Valentine
5 cards. They have Christmas cards. And the seniors
6 are very receptive to that kind of sharing from the
7 children. And I think the children learned a
little

8 from them. But I'll let Irene tell you about that,
9 but it's an excellent program.

10 (Exhibit 15 marked for identification.)

11 MR. SPURLING: Thank you.

12 MR. SCHWAB: Thank you, very much.

13 Our next speaker is Irene Lopez.

14 MS. LOPEZ: Good morning. My name is
Irene

15 Lopez. And it was a joy to have these young people
16 over to interact with us.

17 And one of them said, "I learned
something,

18 that I shouldn't be afraid of seniors." Because,
19 probably, their grandma has a walking stick like I
20 do. And if they don't behave, that's what they
get.

21 So I said, "Sometimes grandma or an older person
22 might tell you you can't do this or you can't do
23 that, because they know the consequences. But they
24 love you."
25 And we had a good interaction with these

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1 young people. Some of them played bingo with the
2 ones that were playing bingo. Some of them learned
3 how to play dominoes. And some of them learned how
4 to paint with our ceramics. So it was a great joy.
5 And then later we wrote to them in Spanish.

6 We have people from different countries
in
7 our center. And they learned their culture, also.
8 It was something just beautiful. It was an
9 experience, because a lot of our seniors don't have
10 family, don't have any children here, don't have
11 anybody. They're all by themselves in their
12 apartment. And when they go to the senior center,
13 well, they interact with others. And when they
have
14 the children over, well, that's a great joy.

15 I can keep on going.

16 MR. SCHWAB: Thank you, very much.

17 Our next speaker is going to be Donna Dixon, from the
18 University of Missouri, Department of Human
19 Development.

20 MS. DIXON: A succession of short people
21 here, this is just perfect.

22 My name is Donna Dixon. I'm with the

23 University of Missouri, Department of Human
24 Development and the Center on Adolescent Sexuality,
25 Pregnancy and Parenting. I'm an Extension associate

1 and program coordinator for the Missouri Volunteer
2 Resource Mothers Project.

3 The title of my presentation today, Needs
4 of Pregnant and Parenting Adolescents in Missouri.

5 Missouri, like the rest of the United
6 States, has experienced a decline in the teen
7 birthrate, especially when you compare rates in 1992,
8 the most recent statistics from 1999. And this
9 decline is attributed to many factors. There's
10 increased awareness. There have been more
11 teen-specific, community and faith-based programs.
12 As well as more proven and tested school-based
13 curricula for comprehensive sex education.

14 However, these declines mask the teen
15 birthrates that are high in specific geographic areas
16 of our state. Especially when you compare rural
17 versus urban areas. And when comparing across racial
18 or ethnic groups.

19 In Missouri, for instance, the teen
20 birthrate for white adolescents is higher than the
21 United States rate. And that somewhat reflects the
22 homogenous predominantly white population in
23 Missouri.

24
25

Second, the birthrates for Mexican origin
adolescents is 30 percent higher, when comparing 1991

1 to 1999. And those areas of the state in which there
2 are pockets of large populations of migrant workers.

3 The other trend in Missouri that we've
4 seen, is that the number of births to mothers
without

5 a high school diploma has worsened over these last
6 ten years. And again, in comparison to the United
7 States as a whole.

8 And fourth, the percentage of children who
9 are reported for child abuse and neglect has doubled
10 in our state. Again, that may be due to increased
11 reporting and awareness, but making that statistic a
12 little hard to interpret. But it is there.

13 And lastly, Missouri still lags behind in
14 terms of the number of low birth weight, premature
15 infants that are born.

16 So for those girls who do become pregnant,
17 we have seen declines. The trends towards Welfare
18 dependency, single parenthood, and infants with
19 health problems, along with a myriad of other social
20 health concerns, still persist.

21 While we've made strides in reducing teen
22 pregnancy rates, there has been little change in the

23 long-term outlook for pregnant teenage mothers. And
24 so while some risks, high risk use, have avoided
25 pregnancy, those who did not avoid pregnancy are the

1 highest of the high risk.

2 We particularly see this in the mentoring
3 program that I am involved in. That these -- I don't
4 know if you'd call it super high risk students, teens
5 -- they have a history of abuse, whether it's
6 childhood, physical or sexual abuse. Many mental
7 health issues. Poor self-esteem.

8 When I talked to program coordinators
9 across 30 counties that implement our programs, they
10 say that the core emotional and self-esteem issues
11 really play a big part in all the other issues that
12 they confront. In a sense, we still have a high
risk

13 group that are repeating the patterns of their
14 mothers.

15 At the Center on Adolescent Sexuality,
16 Pregnancy and Parenting, we've initiated
three

17 successful programs to address these issues,
18 particularly teen pregnancy and child abuse. We have
19 a community-based volunteer mentoring program, as I
20 said, in 30 counties and five out-of-state locations.
21 We have state-wide training on the links between the

22 history of childhood abuse and physical abuse and
23 later, adolescent pregnancy.

24 Many studies have reported almost a 40 to
25 60 percent -- when you look at pregnant teens, 40 to

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1 60 percent of them have a history of childhood abuse,
2 that make them more vulnerable, for some reason, to
3 adolescent pregnancy.

4 Our third program is statewide training on
5 the Center for Disease Control Programs that work for
6 pregnancy prevention, which emphasize social skill
7 development and self-esteem, again. We have received
8 funding from the Missouri Department of Elementary
9 and Secondary Education, Missouri Department of
10 Health, and Missouri Children's Trust Fund to
11 implement these programs.

12 Particularly, in the case of the mentoring
13 program for pregnant teens, we believe that a
14 whole-person strength-based approach is needed. In
15 other words, the success of the programs hinge on
16 well-trained volunteers or maybe case managers who
17 act as what we call quasi parents. These significant
18 adults address all of the interrelated issues of
19 esteem, health, education, abuse, housing,
20 transportation, for both the mother and the child,
21 over a one to two-year intensive period.

22 We just heard in the last presentation, the
23 Building Bridges Program, is that issue of having
24 significant adults in their lives. Which is we think

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1 Our outcomes have been to reduce repeat
2 pregnancies, those pregnancies that occur within 24
3 months of one another. We've decreased child abuse
4 potential. Decreased parenting stress. And
improved
5 maternal and infant health.

6 The future directions that we see: Are
7 certainly continue the focus on prevention
through
8 comprehensive school-based sex education.

9 Second, to discover, for this super
high
10 risk population of pregnant adolescents, to reach
out
11 and find those hard-to-reach groups. For instance,
12 female high school dropouts, 50 percent of them will
13 become pregnant within the first year after dropping
14 out. Younger sisters of teen parents are also more
15 likely to become pregnant. And Hispanic teens, as I
16 mentioned, with those rising rates.

17 We believe that a positive future direction would be
18 to providing significant adults and self-esteem
19 promoting programming before they get pregnant.

20 Third, our future direction would be to

21 continue funding research-based programming that
22 focuses on job sufficiency, mental health issues,
23 issues through emotional support. And most
24 importantly, to prevent complacency on this issue.
25 We've seen declines, but the problem has not gone

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1 away.

2 MR. SPURLING: Thank you.

3 Next we're going to hear from Ruth Jackson,
4 who is going to tell us about EFNEP programs in
5 Arizona.

6 MS. JACKSON: My name is Ruth Jackson. I'm
7 with the University of Arizona, and I'm a faculty
8 there. Twenty-five years ago I started. I supervise
9 the EFNEP program.

10 This year we did 1800 families with 4 FTE,
11 in a huge -- we have a huge county. I can't serve
12 all the calls that I get. I don't have enough
13 people.

14 But my testimony is that 25 years ago I
was

15 an EFNEP program person. I actually was an EFNEP
16 family. I didn't have low self-esteem, I had no
17 self-esteem. I started working with EFNEP. I got
on

18 the advisory board that EFNEP had. And then I
19 started to work the job. I started going to school
20 slowly, took a long time.

21 When I had put in 20 years with the
22 university, I had gotten my bachelor's and my

23 master's. And I took over the EFNEP program. And
24 all the things that I learned, there were a time
25 during that time when the lessons on money

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1 management, when food was the only flexible area in
2 my budget. And that's where I learned to use all the
3 things.

4 The years before, I have to say I probably
5 didn't use it. I learned it, but I didn't use it.
6 Then I started using it. Now I teach families. And
7 I have my staff teach families to care about them,
to
8 help them. Because they can change someone's life
9 like it changed mine. Without EFNEP, without the
10 faculty who helped me, I would not be here today.

11 We work with programs that have job
12 training. Families, really low-income families
off
13 the street, who have decided they want to make a
14 change in their life. We do a nutrition program.
15 Then we do some self-esteem, some conflict
16 resolution, and other things to get them ready to go
17 back out into the work force. It's been very
18 successful.

19 We've only had 300 families in the last
two
20 years go through that program. But that's a real
21 hard core group of people. They have to pass drug

22 training, drug screening, before they get into the
23 program. They have to be there every day for four
24 weeks. And we go in and do the nutrition component,
25 and then other people do the job training. And I

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1 also do nutrition.

2 We've had families, young men, 21 years
3 old. The first certificate they've ever received in
4 their life was the one that I had handed them for
5 getting through the program. Breaks my heart.

6 But we have families -- a girl with 10
7 children who, somehow at 26 years old, decides she's
8 ready to change her life. She comes to the program.
9 We teach her. And they come and they tell you -- I
10 go to the grocery store and people -- and I live in
11 a
12 big county, so I'm telling you, to run into someone
13 in a grocery store that remembers what you've done
14 and tells you about it, is a big deal.

15 Maricopa County has 320,000 or 350,000 people.
16 It's spread out over a huge area. I can't serve the
17 west side, because of the mileage, to send someone
18 over there. I'll go do those classes, but you can't
19 cover them all. And a lot of them Hispanic, and I
20 don't speak Spanish.

21 But we did intervene. And we have an
22 African American person who does Spanish classes,
23 using the Spanish materials and an interpreter that
24 works in the group, one of the families. And it's

24 like, this is the only way we can do it, but we're
25 going to do it. And those families are happy. They

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1 -- the cross over.

2 We're doing refugee families now,
3 unbelievable. And they're just happy to get
4 anything, any nutrition information. Because some
5 come to the United States and they have no clue what
6 fruits and vegetables relate to the things that they
7 ate in their country. So they don't eat anything.
8 And they have health problems. So that's a new
9 project that we're working on.

10 Any way, so my biggest testimony is that I
11 am the poster girl for EFNEP and Extension. And
that

12 I came a long way. And without it, without getting
13 into the EFNEP program or the county Extension and
14 learning parenting and all these things -- I would
be

15 a bitter woman, alone raising four kids. My four
16 kids are doing great. They call me and they go,
17 "Mom, remember that recipe that used to have EFNEP?"
18 And we do it. That's how I survived, with the
19 recipes from EFNEP, the money management, planning
20 meals. I survived with four kids and alone for
about

21 six years until I grew up. Because I was a grown
22 woman, but I hadn't grown up yet. But that's my
23 testimony.

24 And I have the program data that will be
25 mailed to you, but this is my testimony.

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1 MR. SPURLING: Thank you.

2 MR. SCHWAB: Thank you very much.

3 Next up is Sharon Day, from Arizona as
4 well.

5 AUDIENCE MEMBER: Sharon is on a tour and
6 she's going to catch a cab back.

7 MR. SCHWAB: Okay.

8 MS. JACKSON: One thing about Sharon,
9 Sharon was my supervisor. And she helped me grow and
10 then when she moved up to a different job, then I
11 took over from her.

12 MR. SCHWAB: Oh, well, great.

13 Then we'll move on to see if Dolores
14 Acre-Kaptain is here.

15 AUDIENCE MEMBER: I don't think Dolores is
16 here yet.

17 MR. SCHWAB: Okay. And do we have -- we
18 missed someone earlier. Angela Lyons, from
19 University of Illinois. No.

20 AUDIENCE MEMBER: I'm down for 11:10 and
21 haven't been called.

22 MR. SCHWAB: Oh, we're sorry.

23 MS. SHANKLIN: Carol Shanklin for the
24 American Dietetic Association.

MR. SCHWAB: Okay. Come on up. We don't

the

24 National Research Initiatives, especially research
25 funded under the area of Improving Human Nutrition

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1 for Optimal Health. Of particular interest to our
2 members was inclusion of behavior research exploring
3 the effect of large portion sizes in children and
4 their mother's diets, evaluating ways to improve
5 dietary portion sizes, and identifying

environmental

6 factors associated with infant anemia.

7 The American Dietetic Association has
8 identified, for ourselves, within our association,
9 two broad priority areas that closely aligned

with

10 CSREES Research Program. These include access to
11 safe food supply; and translating research into
12 effective nutrition programs on dietary

interventions

13 and lifestyle changes.

14 Research topics that we feel will need to
15 be addressed by our association and CSREES is food
16 safety that includes identifying ways to improve

the

17 safety and nutritional quality of our food supply;
18 identifying the optimal strategies to protect our
19 food and water supply from threats of bioterrorism at
20 critical control points throughout the food chain;

21 and identify the appropriate behavioral change
22 strategies that will result in the adoption of safe
23 food handling practices by individuals in high-risk
24 populations or by individuals providing food to these
25 targeted groups.

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1 The second priority research focus area
2 addresses questions that examine methods for
3 translating existing research into effective
4 nutrition programs, messages, and interventions.
5 Some of the areas relating to this broad focus
6 involved research to support consumer messages
that
7 promote healthful according to the Dietary Pyramid
8 and the U.S. Dietary Guidelines, including
research
9 that will identify what consumer messages or
10 interventions are most affective in eliciting
11 behavioral change. And that's the key. It's not
12 more knowledge, but a change in behavior.
13 Also related to our second broad area is
14 understanding of functional food and their role in
15 the overall dietary patterns, to include what is
the
16 maximum safe level. Topics related to this would
17 include: How do we effectively convey the
benefits
18 of the value of whole foods and not just
individual
19 nutrients? What type of consumer information is

20 needed to affectively link product development
21 marketing and optimal consumer intact for functional
22 foods and nutraceuticals -- in particular, those
23 developed from agricultural products?

24 Another one in this area that's very
25 difficult to answer is: How do we convey what we

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1 mean by "optimal" to consumers, so that they do not
2 take "optimal" to mean, simply, "more is better"?

3 The remaining areas are related to
4 identifying individual characteristics or differences
5 that determine successful outcomes of dietary
6 intervention and lifestyle changes. And also
7 identifying appropriate behavioral change strategies
8 and communication strategies for specific
9 subpopulations; including infants, young adults,
10 elderly, and so forth. Because each target has
their

11 own needs that need to be specifically targeted, so
12 we know what messages and interventions truly work
13 among these segments.

14 ADA recommends that nutrition
monitoring

15 research adequately address the behavioral risk
16 factors and diet and health knowledge, as well as
17 dietary intake and health parameters.

18 We encourage CSREES collaborating with
19 health agencies, such as the National Institute
of
20 Health and other public health agencies, as we

all

21 try to address these key issues in monitoring what's
22 happening within the nutritional status of our United
23 States population.

24 To reiterate what has been talked about by
25 Dr. Gray earlier, programmatic outcome evaluation

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1 must continue to evolve to address impact of the
2 nutrition component of the program. It is critical
3 to effectively characterize the nature of nutrition
4 education/intervention/therapy, as well as to
capture

5 what's really the resulting outcome of these
6 programs.

7 The American Dietetic Association is a
8 strong advocate for increased food, nutrition and
9 agricultural research funding. Our members, as
10 researchers and practitioners, are key stakeholders
11 of USDA research. We look forward to continue to
be
12 involved in helping setting the nation's food and
13 nutrition, agricultural research agenda, as well as
14 being an important disseminator of research
results.

15 In closing, I'd like to say on behalf of
16 the Association, we recognize the vital role that
17 Extension currently plays and can continue to play
in
18 disseminating messages to the consumer.

19 Thank you for this opportunity and we will

20 share our written comments, as well.

21 (Exhibit 16 marked for identification.)

22 MR. SPURLING: Thank you, very much. And

23 we apologize again, for --

24 MS. SHANKLIN: No problem.

25 MR. SPURLING: Dolores Acre-Kaptain.

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1 MS. ACRE-KAPTAIN: My assistant dreamed
2 last night that we were giving our testimonial
to
3 John Ashcroft this morning. It doesn't look
that
4 bad.

5 My name is Dolores Acre-Kaptain. And I'm
6 the Director of Program Alianzas, which is a
7 partnership between the University of Missouri
8 Outreach and Extension, the University of
9 Missouri-Kansas City, and the UMKC Institute for
10 Human Development.

11 This program came about due to the Census
12 2000, that indicated that the Latino population has
13 grown, in Missouri, 92.2 percent. Whereas the
total
14 population of the state only grew 9.3 percent.

This
15 has brought a lot of issues and challenges that are
16 being met by the state.

17 The mission statement for Alianzas is to
18 enhance the ability of communities to collaborate
19 with a growing immigrant Latino populations, through
20 Latino, university, and community partnership,

21 utilizing the community-based co-learner approach.

22 The program is specifically targeting

three

23 regions in the State of Missouri, that's where a

24 large number of Latinos are. And that covers the

25 West Central region, here in Kansas City; Central

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1 Region; and the Southwest region.

2 We have a number of projects going on in
3 the three regions. And they vary according to the
4 needs of the groups. They are mostly the same needs,
5 but they are being addressed a little differently.

6 One of the things that we have done, here
7 in Kansas City, is to have developed a web site that
8 is bilingual, Spanish and English. And it lists
9 activities that are going on in the state; specific
10 projects; links to other Latino web sites; employment
11 and education opportunities, et cetera.

12 At the state level we were also planning
13 our second Latino Issues Conference. It will be held
14 in March of next year, March 12th to the 14th. And
15 Extension is having a big part in the planning
16 process. We were hosting it here at UMKC. And will
17 be addressing themes such as community development,
18 education, entrepreneurship, health, housing,
19 immigration. All related to Latino communities. And
20 we have Outreach and Extension staff helping in each
21 of those specific areas.

22 In the West Central region, here in Kansas
23 City, we are working very closely with the Mexican
24 Consulate that just moved here from St. Louis because

there's a bigger number of Mexican citizens living

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1 here than in St. Louis, and so we're working with
2 them. And specifically, in bringing the
3 distance-learning education to Mexican adults. And
4 we're also doing that in Sedalia and in Springfield.
5 Our people are very excited about that.

6 The emphasis is working with UMKC
community

7 faculty, staff and students, in addressing Latino
8 issues. And also in educating them about just
what's
9 going on with the Latino community. And sometimes
10 it's just as basic as, you know, what is the culture
11 like. You know, where can they get Spanish classes,
12 things like that.

13 In the Northeast area, here in Kansas
City,

14 is where most of the new immigrants have located
15 themselves. So there's a number of service
16 providers, but they were not working in unison.

They

17 did not know what services they were providing, what
18 the others are doing. So we brought the service
19 providers together. And we have been working with
20 them and identifying areas that they need to

address.

21 They are doing the work themselves. We're just
22 facilitating that.

23 We have an Outreach and Extension
Community

24 Development specialist working with them. So they
25 are meeting almost every 45 days. And they have

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1 identified certain areas; education, language,
2 housing. And set a goal and just trying to work
3 towards meeting those goals.

4 This has brought a lot of attention from
5 this city. They are very curious to see what we are
6 doing. Because they have never done this before.
7 This is the first time that this has been done. And
8 people were very surprised to learn what the
9 neighbors were doing, that they didn't know.

10 In Columbia and in Sedalia, Extension is
11 just working mostly with Extension programming for
12 age, mini-society. And also, they're bringing
radio

13 programming in Spanish, that has been developed
14 through the University of Illinois Outreach and
15 Extension.

16 In the Southwest region a coalition was
17 formed of about 60 to 70 service providers, that are
18 studying not only Latinos, but different
19 multi-cultural groups. One of the neat things that
20 they have done is have held four Festivals of
21 Friendship to bring more awareness about the
cultures

22 and celebrate diversity types in the Southwest

23 region. They have also developed literacy training
24 programs, citizenship classes. They're doing
25 computer classes for Latinos and also English,

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1 English classes.

2 The future program plans and direction for
3 Alianzas is to work closely with the Kansas
4 City-Mexico Business Development office in
5 identifying existing and potential

collaborations

6 between organizations involved in small business
7 development. Having the Consulate here has

given

8 Kansas City a real opportunity to work with Mexico
in
9 doing international business.

10 And we see Alianzas as being the focal
11 point of facilitating that. We're going to do that
12 through English classes, for people who want to
13 conduct business in Mexico. Also learning more

about

14 the culture. And helping with the facilitating in
15 the trade efforts.

16 We have different partnerships that have
17 been developed. And they include -- I'll just
18 mention a few: Coalition of Hispanic Organizations,
19 which is a coalition of about 30 organizations here
20 in Kansas City. We have partnered with them and

have

21 helped them set their -- we are providing them with
22 office space and just help them set themselves up
23 with their 50163; the Ozark Regional Alliances; the
24 Missouri Migrant Center; the Barry Lawrence County
25 Multicultural Center, in Cassville; the Cabot

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1 Westside Clinic; Mattie Rhodes Counseling & Art
2 Center. These are organizations that have
3 traditionally helped establish Latino communities.

4 Alianzas is the only program of its kind
5 that is addressing the needs of the new Latino
6 people. There's no one else doing the work,
except

7 for the service organizations that do the work
8 directly with the people. But the community is
9 seeing Alianzas as the bridge between the Latino
10 community service providers and the university.

11 We're getting to be well known. We
are
12 being asked to participate in different events.
We
13 get calls from -- this morning I got a call from a
14 father, "Can you help my daughter get into the
15 university." You know, to organizations coming
and
16 saying, "Can you help us write a grant."

17 Thank you.

18 (Exhibit 17 marked for identification.)

19 MR. SPURLING: Okay. Thank you.

20 MR. SCHWAB: Thank you, very much.

21 MR. SPURLING: Sharon Day.

22 MS. DAY: My name is Sharon Day. And I'm

23 with the University of Arizona Cooperative Extension

24 in the Phoenix Metropolitan, Maricopa County area.

25 The University of Arizona Cooperative

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1 Extension has a long tradition of educating
2 individuals and also improving their health. And
3 some of that tradition of work has changed over time
4 to meet new health challenges, as well as working
5 with new health issues related to residents. Through
6 the Outreach or Train the Trainer Volunteer programs,
7 as well as direct consumer questions in areas of food
8 safety and osteoporosis prevention and indoor air
9 quality.

10 The health and quality of families is a
11 very multifaceted, interrelated. And so if you think
12 of families operating as a whole system, not really
13 just one specific problem or an individual concern.
14 One of the things that Cooperative Extension has been
15 able to do is work to bring that information together
16 and the education together to meet some of those
17 complex family and individual health concerns.

18 As an educator in Maricopa County, we have
19 more than 3 million people. So it's challenging
20 every day to meet the needs of local residents, set
21 priorities and then balance possible funding and work
22 that we do. So I'm going to talk just about a couple
23 of the health-related promotion programs that we work
24 in, and just highlight a couple kinds of things.

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1 major collaboration through our Bone Builders
2 program, which is one that addresses a long-term goal
3 of reducing risks for Arizona woman of all ages, on
4 building knowledge through a Train the Trainer
5 Program. Bone Builders uses that Train the Trainer,
6 as well as social marketing and new technology to
7 provide osteoporosis prevention education in
8 Outreach.

9 It outreaches with community task forces
10 and advisory groups in half of Arizona's counties.
11 The partners have been critical in terms of
designing

12 the program. They provide some of the bone density
13 screens and the other support services that go along
14 with it. And then we have trained, over the last
15 four years, about 200 community volunteers that have
16 done a major amount of Outreach. Over the past two
17 years the staff and volunteers involved in the
18 program have taught nearly 800 classes to over
36,000

19 people around the community, and additional 35,000
20 through health fairs and other screenings within the
21 community area there.

22 The purpose is looking at improving those

23 health and physical activities that is going to
24 reduce the chronic health costs over time. What we
25 know in osteoporosis is that one in two women will

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1 have osteoporosis fractures. And one in eight men
2 will have osteoporosis fractures. So we look at the
3 long-term costs with the health care systems. And
4 with the large baby-boom group coming into that time
5 frame, we're looking at enormous costs, both socially
6 as well as economically, and others. Also with the
7 issue that younger and younger women are having
8 problems with this, because of lifestyle and other
9 life and health behavior changes over time.

10 As we look at that change, we're also
11 looking at changes in knowledge, as well as behavior.
12 Doing follow up with those women. And folks that are
13 increasing weight-bearing exercise, as well as
14 getting bone density screening for early detection in
15 some of those situations, and changing calcium
16 consumption. So the program is making a difference
17 within those community groups there.

18 The partners that work within that, the
19 whole Bone Builders, include a whole range of
20 organizations, from the State Department of Health to
21 our Osteoporosis Coalition to the College of Public
22 Health to some private sector -- Banner Health, Sun
23 Health and many other healthcare providers. But it's
24 been Cooperative Extension that has brought together

the resources, developed the curriculum, trained the

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1 volunteers, and done the work to make that whole
2 program happen within the community, to reach those
3 individuals.

4 The health area has expanded and continues
5 to work with some of the food safety related
areas.

6 Where Cooperative Extension has been a catalyst to
7 bring together both the industry academia and the
8 regulatory groups to work together in some of the
9 food safety areas.

10 One of those ways has been through our
Safe

11 Food 2000 and 2010 Conference, that brings together
12 latest research in food safety area to update the
13 sanitarias to bring food professionals together.

And

14 it's been one that has, over those years, included
15 more than 500 different individuals within the state
16 and the food industry to make a difference in
17 improving safety in our state.

18 Past participants report that the
19 information from the conference is used in their
20 work. And at least 60 percent are using it on other
21 bases. And most are using it to train their staff.

22 So very much again, the Train the Trainer or a
23 multiply a type affect with the training that's done
24 with that.
25 Within the food safety education for

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1 consumers, much has focused on training volunteer
2 community groups that do occasional quantity food
3 preparation. These trained volunteers, as well
as
4 our master consumer advisors volunteers, in both
the
5 Phoenix and Tucson areas, are ones that expand the
6 Outreach through answering direct consumer calls
on
7 food safety and other home health issues,
including
8 the healthy indoor air. So these volunteers are
9 another way of meeting the needs within the
community
10 there.

11 We're working to try and integrate the
12 Research and Extension in many kinds of ways.
13 Particularly with our Bone Builders Program, with
the
14 Department of Physiology, Nutritional Sciences, the
15 College of Public Health within the university. And
16 other -- many of researchers are ones without
17 Extension appointments, being involved in design and
18 development and review of materials, as well as

19 training volunteers.

20 The biggest challenge, often though, is
21 bringing the researchers from campus to communities,
22 and be able to experience the power of partnering
23 with community groups, as with through Cooperative
24 Extension.

25 Most of these collaborations have started

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1 on the Outreach side, by Cooperative Extension,
2 rather than on the research side. Research by
3 definition is often very focused and very
specific.

4 Whereas Extension communities and family clientele
5 may have some specific answers they need, but they're
6 also more practical, broad-based information,
7 education and solutions, to more complex problems.
8 So some type of an interface is very critical in
9 those situations.

10 In terms of collaborating partners with all
11 the programs, many of these have evolved over time.
12 Within our food safety area, many times it's involved
13 the environmental health groups, county health
14 directors and sanitarians. But also the industry
15 area from the Western Vegetable Growers Association,
16 our agricultural people, as well as the grocery
17 industry, specifically the Fries market through
18 Kroeger. As well as the Bashas and Safeway, who are
19 involved in the food industry here in Maricopa County
20 area, specifically.

21 One of the challenges that we find of
22 looking for specific ways for the programmings to
23 improve and expand, is looking at new ways of helping

24 individuals to adopt health behaviors and health
25 practices. We know that oftentimes more information

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1 is not the answer, but it's more the practical
2 application and how you put that into behavior. And
3 that applies both in terms of the osteoporosis, the
4 food safety and many of other health areas. Becomes
5 a matter of health practice and habit, that is
6 critical in those situations.

7 One of the continuing challenges we look
at

8 is building those collaborations and looking at
9 support for both materials, staff and volunteers to
10 provide that outreach. More evaluation,
particularly

11 would be needed in terms of how to do the analysis
on

12 the data and showing the impact with some of those
13 types of programs.

14 The future plans for all these programs,
15 particularly with the Bone Builders Program, we are
16 still partnering with the Department of Health, as
17 well as the Department of Economic Security within
18 Arizona. And looking at an ongoing partnership with
19 the Arizona Osteoporosis Coalition.

20 We, with Bone Builders, serve as the
21 educational outreach for that particular coalition,

22 directly with the individual families and the
23 individual women.

24 The target audiences continue to evolve
25 with osteoporosis, as well as others. Bone Builders

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1 started specifically with a target of younger women,
2 because of the promotion -- or the prevention aspect
3 that we're looking at, with the osteoporosis.

4 Thank you.

5 MR. SPURLING: Thank you. Has anyone else
6 signed up for the morning, that we haven't called on?
7 Okay. So we're going to take a break for lunch and
8 we'll start again at 12:45.

9 (Lunch break was taken.)

10 MR. SPURLING: Our next speaker is Pat
11 Nelson, from the University of Delaware Extension.

12 MS. NELSON: I'm going to speak about
13 Extension's Age-paced Newsletters. I have three key
14 messages. Age-paced newsletters work. They are very
15 cost-effective. And we are at a critical juncture
16 and we need your good help.

17 What are Age-paced newsletter? Well, it's
18 quite a mouth full, but this is what we're talking
19 about: Extension colleagues in 22 states send out
20 these kind of issues monthly, that pull together the
21 most important research for parents in Just in Time
22 capsules. Bundle it so it's just tiny little bits of
23 information. And key to the age of each parent's

24 child, that's an important part. It's key to the age
25 of that parent's child.

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1 We have examples over there on the ledge,
2 of the kinds of newsletters I'm talking about.

We

3 scour, as a group, the research literature. And
4 identify the most important things for parents to
5 know. We then condense it down into monthly
bundles,

6 of the most crucial things relating to optimum
growth

7 and development, developmental milestones and
8 progressions, as well as family relationships and
9 ways to interact interpersonally.

10 The newsletters are written at the fourth
11 grade reading level. They are quick, easy and fun
to

12 read. And they serve as a vehicle for incorporating
13 the best we know about Family and Consumer Sciences.
14 At least 200,000 families are reached each year.

And

15 I think that's conservative, all with the
16 Extension-based resources.

17 In the past 20 years, we've evaluated them
18 by mail-in surveys, by multi-state efforts with pre

19 and post-tests, by third-party evaluators and with a
20 treatment comparison research design. These
21 evaluations show that parents from all educational
22 and economic levels say that reading the newsletters
23 make them feel more competent and confident as
24 parents.
25 Most important, those who report that they

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1 gained the most -- they changed their behaviors and
2 attitudes most, as a result of reading the
3 newsletters; are youngest, poorest and least
4 educated. The very group we most want to reach.

5 Just in Time newsletters are very timely,
6 locally, in the state level, and nationally in

terms

7 of needs that have been identified. We think it's
8 very compatible with President Bush's educational
9 priorities. In fact, we would reframe his motto to
10 "no child left behind -- and no family or caregiver
11 without their age-paced newsletter."

12 Recent national benchmark studies conclude
13 that adults need better information delivered in more
14 accessible ways. To wait until a family is in deep
15 trouble and a member in prison or in drug treatment,
16 costs about \$30,000 a year for high-end, intensive
17 tertiary services. To intervene with families at
18 risk, sending them a home visitor, costs about \$3,000
19 a year. To reach everyone with pro-active prevention
20 educational materials, squarely within Extension's
21 mission, costs between 15 and \$5 a year.

22 We would never claim that newsletters are
23 the solution to families problems today. We need the

24 spectrum of services. However, when you provide
25 families with information they need, when they need

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1 it, rather than trying to rescue them at the deep
2 end, we're saving money.

3 When we have quality information available
4 at the front end, we can reenforce and encourage
5 family strengths. And gently tip these families into
6 that group of families who are healthy and vital and
7 will never need government social services.

8 We do have some challenges. At a time
when
9 well-respected surveys are documenting that parents
10 lack the basic information needed to help them do a
11 good job in helping their kids grow and develop.

And
12 many Extension professionals are scrambling to find
13 the funding to support customized mailings and
14 ongoing updating of the age-paced newsletters.

15 As production and mailing costs
increase,
16 many Extension educators have to seriously
consider

17 giving up these newsletters. Those who need the
18 newsletters most, and are getting the most out
of
19 them, cannot afford to pay. So we are in the

20 position -- and they don't have access to the
21 Internet. So we are in the position of trying to
22 figure out how can we get these resources to
people
23 who really need them. It sort of ratchets up our
24 resolve. Because we know -- we can't only just
25 prepare them. We need to make the commitment to get

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1 them to them when they need them.

2 As a group, we've been working together, 22
3 members of a multi-state team, to complete a national
4 survey. We have documented current use and future
5 needs. And we have outlined targeted outcomes and
6 indicators.

7 Our vision is to have Extension's age-
paced

8 materials, starting prenatally and extending through
9 adolescents, available nationwide in every county.
10 We have a web site for sharing information. We
have

11 accomplished a great deal. And we have exciting
12 plans. But we all have demanding day jobs.

13 We need your help and support to help us
14 with staff time, to help move us away to get
funding

15 at the national level, for seeking corporate and
16 government funding, as well as the local level.

17 My time is up.

18 (Exhibit 18 marked for
identification.)

19 MR. SCHWAB: Thank you.

20 MR. SPURLING: Thank you.

21 MR. SCHWAB: Roger Sunde, from the
22 University of Missouri.

23 MR. SUNDE: Good afternoon. I'm

Roger

24 Sunde. I'm Chair and Professor of Nutritional
25 Sciences at the University of Missouri. And I'm here

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1 representing the American Society for Nutritional
2 Sciences, which is a group of more than 3,000
3 research scientists.

4 I'm really here to talk to you about the
5 National Research Initiative and the Human Nutrients
6 for Optimal Health Program, which is the crown
jewel

7 of competitive research in the USDA.

Unfortunately,

8 it's really too small for the job, and that is
9 especially important in the post-genome-sequencing
10 era.

11 So today we're faced with not only having
12 to try to curb acute nutritional deficiencies,
which

13 Nutrition Research has done very well. But we're
14 looking to promote health throughout the life span.
15 Luckily, in the post-genome-sequencing era, we have
16 tremendous tools. These are providing model
systems,

17 as well as the blue print for humans and the food
18 supply itself. So we can actually tackle some of
19 these critical questions with new and powerful
20 techniques.

21 To illustrate this, I want to tell you a
22 little story. The scientists, Brown and
Goldstein,
23 who worked out over two decades, the regulatory
24 mechanism whereby cholesterol regulates with the
25 metabolism, published a paper this year, in a single

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1 paper, in a series of experiments, where they worked
2 out the entire pathway of regulation in Drosophila,
3 using what's called RNA interference, RNAi, powerful
4 technique. And they could work the entire pathway
5 out, and it's not cholesterol that regulates that in
6 Drosophila. This is a beautiful model system. It's
7 simplified. And if we can take advantage of those
8 opportunities, we have a real chance to promote

human

9 health.

10 So what about the NRI? The NRI, then, is
11 really a strong program. It's done very well. But
12 it's way too small. Just to illustrate that, with
13 regard to human nutrition, we fund about 25 new
14 grants a year in that program. The nutrition

funding

15 is about \$5 million a year. This compares to \$700
16 million that the NIH spends on nutrition-related
17 research.

18 The National Research Initiative Review
by

19 the NRC concluded, and I quote, "That the
inadequate

20 funding for competitive research has limited it's
21 potential and placed the NRI program at risk."

And

22 this is really the case. And when you put the
23 juxtaposition between these opportunities with
24 biotechnology and the post-genome era and this small
25 amount of funding, and yet think about what we could

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1 do in translational research. There's really a short
2 fall.

3 A second aspect of this is that most of the
4 USDA funding is formula funded, about 1.6 billion a
5 year. And this -- there are some other programs,
6 like the Initiative for Future Agriculture and Food
7 Systems. But these are also small programs. They're
8 managed for short duration. And they suffer from the
9 major problem that the NRC identified with this.

10 These are small grants, short duration. There

are

11 limited submission dates. And then the indirect
12 costs are a real problem.

13 And the consequences with this diverse
14 portfolio: Interested scientists do not bother.

The

15 quality top scientists from top institutions don't
16 submit their work to this area. And that's

really

17 then a major problem, as well.

18 Lastly, I want to talk about graduate
19 education. This is an important issue. We've

got

20 all these sexy hot topics coming along right now.

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1 is going to do this research. If we don't do it,
2 somebody else will. But they may miss

nutrition

3 opportunities or ideas for a long time, because
4 they're not trained in that area. And their
5 philosophical bent may drive research in a

direction

6 that's really adverse, not only to nutritional
7 sciences, but also to the business community, as
8 well. And this will hurt us.

9 The last thing is: This is a real
10 opportunity to develop the economic tools that are
11 going to drive our economy two and three decades in
12 the future. And if we don't invest now, right now,
13 to take advantage of this post-genome-sequencing
era,

14 other nations, other groups are going to do it. And
15 we're going to lose that impetus that may fuel our
16 economy in the next generation.

17 So in summary: Genome sequencing and
18 biotechnology are expanding our opportunities
in
19 nutrition, as well as all of science. And we need to
20 take advantage.

21 The USDA needs to strengthen the NRI. It
22 needs to expand the funding. And it needs to
23 consolidate all that funding, as recommended by the
24 NRC, into a single grants program that would reflect
25 NIH and NSF, so that we might induce the full breadth

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1 of life science people to submit and participate in
2 agriculture and nutrition research.

3 Lastly, we need to expand our training of
4 the future scientists in the Graduate program. I
5 think, if we do this, then I think we will maintain
6 America's premise in nutrition research. I think
7 we'll provide for economic development in the
8 nutrition agriculture area, as well. And certainly,
9 we'll learn a lot more about nutrient requirements
10 and the right type of nutrition for health
throughout
11 the life cycle.

12 Thank you, very much. The American
Society
13 for Nutritional Sciences really appreciates being
14 able to give you some testimony. I think you've
15 already got my written comments. Thank you,
very
16 much.

17 (Exhibit 19 marked for
identification.)

18 MR. SPURLING: Thank you, very much.

19 MR. SCHWAB: We appreciate your testimony.

20 MR. SPURLING: Debra Bryant from Penn

21 State.

22 MS. BRYANT: Good afternoon. I'm here

23 today as a County Extension Educator with Penn State

24 Cooperative Extension. I'm also a certified

25 financial planner. The other thing that I like to be

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1 sure that people realize, is that I'm also a farm
2 wife. My husband and I have a 75-cow dairy. And I
3 work in a very rural area in Pennsylvania, which is
4 two and a half hours from downtown Manhattan,
between
5 the Poconos and the Catskills.

6 I'm here to talk with you some about
issues

7 facing farmers. But also some really basic money
8 issues that I want to make you aware of. In the
area

9 of basic money, I've been very successful in working
10 with Head Start, Habitat for Humanity, and working
in
11 prisons for basic money management. Because those
12 people, at that point in time, need the
information

13 for one reason or another. Either to get out of
14 prison, because they've been there on credit card
15 problems or because they're going to be the new owner
16 of a Habitat for Humanity home.

17 I like to think of those as prevention-type
18 programs. However, the people in, some people have
19 said to me, "Well, you didn't prevent it early enough

20 if they're already in jail." But the moment is there
21 to do that. Those people are not people who are
22 going to go on to the Internet and get that type of
23 information.

24 Once we make them aware of that, and we do
25 the motivation, yes, they may very well follow up on

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1 that. And that's our hope. But they will continue
2 then to use that information.

3 The other area where I work, and I have
4 grave concerns, is in the area of retirement
5 planning. I know some of you earlier talked about
6 the Retirement Plan Estimator, which is a
wonderful

7 tool for farm families. Because the ballpark
8 estimate that I use for all the other people I
work

9 with, just didn't fit with farm families. So that
10 was a wonderful thing that Extension did.

11 However, today's dairy farmers -- and
I'm

12 sure it's the same with others -- do not have the
13 dollars to do that. I get them to put money in a
14 retirement plan, then we get \$10 milk again. And
15 guess what, in order to keep the farm going, the
16 money comes out again.

17 The other problem that I find in really
18 keeping with that area, where they do themselves more
19 harm than good, is they feel they should pay no
20 taxes. Therefore, social security is impacted there
21 negatively. Disability, as well. Some of them don't

22 even have quarters for disability when I looked into
23 that. That's grave concern.

24 The other area is that they have the idea
25 that the way to save on taxes is to have more

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1 depreciation, so they buy more equipment rather than
2 taking the credit for putting money in an IRA or some
3 other type of plan for themselves.

4 These things take a person working with
5 them to get that across. And it's not the tax
6 accountant, the person doing their taxes, to do that.
7 Their job is to lower taxes, and they're happy with
8 you if you do that. They're not interested in a long
9 run outcome. Extension is interested in that. And I
10 think all America should be.

11 I've been able to help some of the farmers,
12 who are in our older crew now, retire successfully.
13 Because they've used in Pennsylvania our Add Land
14 Preservation Programs. The State of Pennsylvania is
15 interested in keeping farmland in farming. They sell
16 their development rights. They are then able to use
17 that as their retirement fund. And that son/daughter
18 or other young person who wants to come on to the
19 farm does not have to pay the exorbitant amount they
20 would have to pay to fund the older person's
21 retirement.

22 The concern I have is, that works for this
23 generation, what program are we going to have for the
24 next generation? We have to start them planning

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1 My husband is a dairy farmer who worked for
2 Cornell for three years. Put money in for three
3 years only, \$3,000 about. Even with the current
4 state of the stock market, that's worth
\$110,000.

5 I'll bet he has the biggest retirement fund of
anyone
6 in our county. So we've got to get those young
7 farmers, and get them started early with their IRAs.

8 I guess the basic thing I'd like to say
9 here is, I think our use of websites and the
Internet

10 are wonderful, in that it saves us dollars on
11 postage, secretarial support, all those kind of
12 things.

13 But none of these programs work, unless
14 there are people making it happen. And our
15 successful programs take people. They need people
to
16 be motivators. They need people to let you know
that

17 the website is, in fact, out there, and how it can
18 benefit you. And we need facilitators, because we

do

19 have to remember that we have people in this world

20 who are functionally illiterate. And I find that

in

21 the farm communities, as well as in the prison

22 populations that I work with. So all that

great

23 information out there on the Internet is lost

to

24 them. They may have access, but not using it to the

25 best uses.

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1 So that's why I'm kind of speaking here
2 that we need these good programs. We're save the
3 word. We're trying to make the most of what we
have.

4 But we can't forget that it's people on Extension
5 that do make it. Make the world go round Extension.

6 Thank you.

7 MR. SPURLING: Cathy Boyen, also from Penn
8 State.

9 MS. BOYEN: My name is Cathy Boyen,
10 Consumer Issues Specialist at Penn State University.
11 And I'd like to offer just a few comments around the
12 area of program strengths, gaps, and ways to
13 integrate Extension and Research on kind of a global
14 basis. I work in the area of Family Resource
15 Management, as well.

16 And I say one program strength that we do
17 have is a leader, Jane Schuchardt. I think as a
18 program leader she goes beyond the call of duty
in
19 trying to get everyone involved and giving input
20 before decisions are made on particular topics. She
21 has been very good, I think, in establishing
22 collaborative relationships with other agencies and

23 organizations. And you can look at documents on
24 that. But, too, she's been very successful with this
25 National Endowment for Financial Education, as well

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1 as Consumer Federation of America.

2 A second strength that I think we have in
3 Family Economics or Family Resource Management is the
4 amount of curricula that we have available to teach
5 from. I think if you need to talk about or teach on
6 any topic for parental problems that families or
7 consumers may have, someone somewhere in Extension
8 has already created that curricula. You may have to
9 do a little tweaking to make it fit your needs, but
10 it does exist.

11 Now a few comments about gaps. Fresh on my
12 mind is the gap of personnel around the country.
13 Contrary to the amount of having a lot of curricula,
14 we like the personnel to teach the content in those
15 curricula around the country. Extension has
16 experienced a weakening link in that past few years,
17 in terms of personnel. And I think for us in
18 Pennsylvania, the weakness of the link has become
19 very real in the last couple of months. We've had 11
20 Extension educators laid off, three of whom were
21 Family Consumer Science educators who program
22 primarily in Family Resource Management. We will
23 feel that in the coming month, as a weak link in our
24 state.

1 Extension across the country is the value of the U.S.
2 Population. I think any organization that intends to
3 stay in business, in the next century, will need to
4 face up to the fact that the population is changing.
5 And if they want to stay in business, they need to
6 take some steps or measures so they can reach the
7 audiences that make up that population. I think for
8 Extension educators who do not look like, speak the
9 language of or have the human relationship skills to
10 reach those audiences, they will be out of the
11 Extension educational loop forever.

12 A third gap that I'd like to touch on just
13 briefly is the fact that young adult audiences,
14 perhaps, are not being targeted as heavily as they
15 could be. And we can only do so many thing at one
16 time. But maybe it is an area for future
17 programming. And that is, you know, we have now
18 financial security in later life initiatives that is
19 very much needed in reaching baby boomers. But at
20 the same time, we have an audience of young adults
21 who are being reared on easy credit and everything
22 right now, who -- they have no ability to wait.
23 So some how, in the future maybe, that would be an

24 audience we can focus on. Because there will be a
25 need in that area.

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1 And finally, I'd like to just say a few
2 comments about ways to integrate research and
3 education. I think first and foremost thing we need
4 to think about is, whatever type of researchers
5 funded at the federal level, with taxpayer dollars,
6 should have a clearer relationship to the needs of
7 the masses of the population. It's easier said
than

8 done, but that would be my first thought on that.

9 Integration of research and essential
10 programs could be facilitated by employing program
11 managers at the federal and the state levels, so
that

12 individuals can focus on one or two areas. I see
two

13 advantages of that. One is we would perhaps bring
14 closure to programs and projects a lot faster. And
15 the second thing would be the results of those could
16 be distributed and put to use before the information
17 becomes too outdated to be really useful to the
18 consumer.

19 So with that I think I should end my time
20 period. Thank you, very much.

21 MR. SPURLING: Thank you.

22 MR. SCHWAB: Thank you.

23 MR. SPURLING: Linda Block from the

24 University of Arizona.

25 MS. BLOCK: Hello, my name is Linda Block.

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1 And I am with University of Arizona - Pima County
2 Cooperative Extension. I'm an Extension Educator in
3 Tucson, and I have state leadership roles for
4 financial programs and grandparents raising
5 grandchildren. I'd like to talk with you today about
6 the grandparents raising grandchildren and their
7 implications for their financial security in later
8 life.

9 I'm going to document a family. Laura H.
10 is a 72-year-old African American raising her two
11 grandchildren, along with her 82-year-old
husband,

12 Bill. And I first met Mr. and Mrs. H. when they
13 enrolled in the MONEY 2000 program in 1998. They
14 joined the program because of the debt they had
15 incurred while taking on the responsibility of
16 raising their grandchildren, that had resulted
from

17 the legal and medical expenses they had incurred.
18 They received the boys when they were the ages of
6
19 and 3, and that was ten years ago.

20 Mr. and Mrs. H.'s bank savings account
and

21 pension money is all gone, after they had worked
22 their entire lives to build up this savings account
23 for a secure retirement. Arizona has seen a 73
24 percent increase since the 1990 census of
25 grandparents raising their grandchildren.

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1 Because I knew Mr. and Mrs. H. were
2 grandparents raising their grandchildren, they were
3 invited to attend the National Satellite Conference
4 on Grandparents Raising Grandchildren that we did
in
5 January of 1999. A month after that satellite
6 conference we formed the Grandparents Raising
7 Grandchildren Southern Arizona Coalition. And that
8 group continues to meet on a monthly basis. And
the
9 coalition received a small enhancement grant from
the
10 University of Arizona Extension, \$5,000. And after
11 17 months, 27 planning meetings, 20 coalition
members
12 gave approximately 1,032 volunteer hours to complete
13 700 resource notebooks for the grandparents and the
14 agencies assisting grandparents.

15 The Grandparents Raising Grandchildren
16 Coalition is an example of how county Extension
17 faculty were able to use a small amount of
resources,
18 build collaborations and generating additional
19 financial support for programming. The

program

20 strengths in Arizona are a result of our

campus

21 administration supporting our county faculty

by

22 providing the financial resources necessary when we

23 collaborate on state projects.

24 A major gap in our programming is the lack
25 of state specialists for programming in personal

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1 finance education and senior issues. Family and
2 Consumer Science county faculty are expected to take
3 leadership for state programming efforts in most
4 categories other than nutrition and youth
5 programming.

6 We see the future program directions will
7 have to focus on increased collaborations and

grant

8 writing. And currently our state is facing a \$400
9 million budget deficit for 2003-2004 fiscal year.
10 This will have a huge impact on Extension funding
11 from the state and the county where we have

already

12 had severe cut backs in funding for the last two
13 years. The state is facing this huge deficit

while

14 Arizona ranks 50th in the percentile of uninsured
15 children, 48th in the percentage of babies born to
16 mothers who received early prenatal care, and 48th
17 in
18 childhood immunizations for two year olds.

18 Our potential partners will continue to
19 include federal, state and local agencies, as we

have

20 done with the Grandparents Raising Grandchildren.
21 Since that 1999 satellite conference that was hosted
22 by Purdue and the University of Wisconsin, we have
23 been partnering with a Statewide Task Force for
24 Kinship Care; the Governor's Council on Aging; the
25 Department of Economic Security; Area Agencies on

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1 Aging; Casey Family Programs; Arizona's Children; the
2 Brookdale Grant; K.A.R.E. Family Center; AARP.

3 And since that time, our outcomes of our
4 collaborations, that we've been able to provide
5 annual conferences, a website, information, education
6 and resource referral. And we help in filling out
7 packets for TANF access and Kids Care.

8 Yes, Mr. and Mrs. H. are active
9 participants in the program. And they are also
10 available to volunteer their time to help other
11 grandparents who are new in the role of raising
their
12 grandchildren. All thanks to a small amount of
13 money, \$5,000, that we received from cooperative
14 Extension.

15 Thank you.

16 (Exhibit 20 marked for identification.)

17 MR. SPURLING: Thank you.

18 Tammy Beason.

19 MS. BEASON: Hi, I'm a program coordinator
20 for the Family Nutrition Education Program here in
21 West Central Missouri. And would like to talk about
22 the Family Nutrition Education Program, which
23 includes the Expanded Food and Nutrition Education

24 Program and the Food Stamp Nutrition Education
25 Program, and some of our experiences here in West

1 Central Missouri.

2 We have 22 nutrition educators working with
3 youth and the adults that support them here in West
4 Central Missouri. And last year we worked with more
5 than 30,000 youth and adults.

6 We, like all other states in the nation
7 have seen a decline in EFNEP enrollment. During the
8 last year we made a concerted effort to increase our
9 program enrollment. And were able to -- I learned
10 last Friday -- increase our number of people who
11 graduated by 61 percent in the last year. We
12 attribute this to a partnership that was formed with
13 the Truman Medical Center and University Outreach
14 and
15 Extension. They agreed, with their WIC Program, to
16 offer nutrition education space, and support our
17 efforts in providing nutrition education with their
18 clients, and encourage their clients to attend our
19 classes. This allowed our staff person to hold
20 nutrition education classes in groups with
21 their
clients, while they're waiting for their vouchers to
be completed.

22 Evaluation results have been very positive
23 with that particular group of graduates. And we had
24 118 adults to graduate in that program. Forty-seven
25 percent of the clients more often plan their meals in

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1 advance; 42 percent started thawing meat in the
2 refrigerator, rather than on the countertop -- which
3 we can only guess how much food poisoning that
4 prevented; and 44 percent more often use the
5 nutrition facts label. On several occasions we had
6 people who chose not to go in the nutrition
class,
7 but sat in the waiting room. But then after the
8 class was over, went in to talk to the nutrition
9 educator and get the information. So we know that
10 people are enjoying the classes.

11 We ask for continued funding of the
12 Expanded Food and Nutrition Education Program. We
13 would not have been able to serve these people
14 without this program, because the WIC Program is
not
15 matchable under the Food Stamp Nutrition Education
16 Program.

17 Under the Food Stamp Nutrition Education
18 Program here in West Central Missouri, we formed a
19 new partnership in the last year with Harvesters
20 Community Food Bank. Harvesters Community Food Bank
21 offers Kids Cafe, which is a program that feeds
22 children an evening meal and after school care.

They

23 asked us to come in and provide the nutrition
24 education to go along with that evening meal.
25 Karen Elliot, another family nutrition

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1 education program coordinator, wrote a curriculum
2 called Kids in the Kitchen, which teaches children
3 how to prepare their own meals. That children
4 participate in 90-minute sessions, where they
learn

5 basics of food preparation and basics of
nutrition.

6 Because we know that many children are preparing
7 their own meals in the home now. They participate
in
8 at least six sessions. And at the end of the six
9 sessions, the preliminary results showed a 75
percent

10 increase in the number of children that could name
at
11 least two food groups. And a 50 percent increase in
12 the number of children who could recognize
13 handwashing as the first step in food preparation.

14 Our staff in West Central Missouri work
15 with about 125 schools in our region, under the
Food

16 Stamp Nutrition Education Program. Our goal is
17 behavior change for the students that we work with.
18 But we've had results other than behavior change.

19 In Missouri, there's Missouri
20 Assessment Program testing that is done with all
21 students in the state. And I received a letter from
22 a principal, that said as a result of our nutrition
23 education programing, 33 percent of his students were
24 considered proficient or advanced on the Missouri
25 Assessment Program test in the area of health, and 36

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1 percent were nearing proficiency. The principal
2 attributed the excellent scoring on this test to our
3 Nutrition Education programming.

4 As I said, our goal is behavior change for
5 students. I get reports on a weekly basis from
6 teachers as students graduate from the course

at

7 their school. The information I receive is

that

8 after our programing, students more often bring in
9 fruits and vegetables as snacks. That they more
10 often choose milk at the lunch line, when they have

a

11 choice. And that the teachers are learning not to
12 reward with candy. That they're using different
13 rewards. Also, I do hear more often that

teachers

14 are changing the snacks that they recommend that
15 parents bring in on snack day.

16 My favorite story is one of an educator who
17 saw one of her former students, who was a second
18 grader who participated in the program, at the
19 grocery store. She wanted to introduce her nutrition

20 educator to her mother, which she did. The mother
21 reported to the nutrition educator, that as a result
22 of her daughter participating in our programming,
23 that they were only buying cereal that had five grams
24 of sugar or less. And that the mother was
25 disappointed because now she doesn't get her favorite

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1 cereal. So we do know that children impact their
2 parents.

3 We would just ask for continued funding for
4 both programs.

5 Thank you.

6 (Exhibit 21 marked for identification.)

7 MR. SCHWAB: Thank you.

8 MR. SPURLING: Thank you.

9 MR. SCHWAB: Next up we have Christine
10 Kniep, who is representing the National Extension
11 Association of Family Consumer Sciences.

12 MS. KNIEP: Good afternoon. Again, my
name

13 is Christine Kniep. And I work in Oshkosh,
14 Wisconsin, Winnebago County. I'm a family learning
15 educator and department head in this county. But as
16 I speak to you today, I'm really representing the
17 National Extension Association of Family and
Consumer

18 Sciences, as I'm serving as president of that
19 association this year.

20 As I look to the questions that we were
21 asked to address today, the effectiveness of
our

22 programs, the needs of our programs, what we
are

23 actually doing as Outreach Education. I thought no

24 better items could I bring to this presentation than
25 our program book for our annual session that we're

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1 holding right now, two of our impact reports, and a
2 copy of our awards manual. Which -- excuse me.

3 I just got back from a Harley Davidson, you
4 know. I got to switch gears here from a low rider to
5 other things.

6 Because I think each one of these documents
7 demonstrates very effectively the effectiveness of
8 the programming that we are doing in our counties and
9 our communities in our states throughout the United
10 States.

11 In our opening session on Sunday, Dean
12 Steven Jorgensen, the dean of Human and Environmental
13 Science Services Program, University of Missouri,
14 identified six areas that he thought were going to be
15 critical needs for us to address in the future:
16 Illiteracy; risk taking behavior of youth; inadequate
17 preschool child care; ethnic racial diversity needs
18 that are going unmet; our aging society; and alcohol
19 and other drugs issues.

20 As I look through our program book and I
21 look through our awards book, what I found
throughout

22 those documents is evidence of our effectiveness in

23 delivering those kinds of program, again, throughout
24 our country. And I think you'll find, as you read
25 these, the impact that's being met in each one of

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1 those areas.

2 When I think about what kinds of gaps we
3 have, one of the biggest issues I heard across the
4 country this year as I met with affiliate presidents
5 and members, is the decreasing numbers of
6 professionals in our field. Decreasing numbers
7 because of county dollars, association dollars,

faith

8 dollars and federal dollars. And unfortunately,
9 that's the reality of the world we live. Without
10 those dollars we aren't going to be able to have
11 staff.

12 The second need that was identified was
13 specialist needs. The research base that has been
14 the hallmark of Extension education. So as we

look

15 at, again, dollars that are needed to fulfill

those

16 programs and to provide those.

17 I thought about the partnerships and,
18 again, I refer to the program books that I'm going to
19 be sharing with you. The partnerships that we have
20 in our communities are endless. And as I listened to
21 the last two testimonies, I thought about all the

22 partnerships that I am a part of in the community in
23 which I live, from working with Grandparents Raising
24 Grandchildren, one of the key programs that I'm doing
25 right now, to our Food Nutrition Education program,

23 invade your conference.

24 MR. SPURLING: Fortunately, if we can ever
25 get the appropriations through, which I don't know if

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1 we ever will. We did get an increase in federal
2 dollars in our budget this year. But unfortunately
3 the state budgets are down so low it probably
won't
4 be as noticed, but at least we try.

5 Monica Muran.

6 MS. MURAN: As Bruce Springsteen said
one
7 time when he was going to the Academy Awards to
8 accept the Best Song for Philadelphia, the movie
9 Philadelphia: Thanks for inviting me to your
party.

10 I'm not affiliated with Extension in any
11 way. So far, I think that I'm kind of a different
12 one here.

13 My name is Monica Muran. I am the
14 Executive Director of a place called The Center in
15 Pittsburg, Kansas. We drove three hours to get
here

16 today, so we're directly south from here.

17 It's kind of a unique place. Our local
18 region's university, our local school district and
19 our local hospital joined forces in 1995, and said

20 the only way we're going to pull off this deal
that
21 we want to do is by joining forces. So we're kind of
22 a strange entity in that we are a nonprofit
23 organization. But we are loosely affiliated with
24 those three entities. But here's the kicker, get no
25 financial support from them.

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1 And so what we have tried to do is create
2 one big place where all kids in our community can
be
3 simply a kid. We are one of the largest child care
4 centers in the State of Kansas. We have multiple
5 financial sources through grants, donations,
tuition
6 from parents, and we live on a shoe string.

7 Our basic concept is a simple one. In a
8 small community where we come from -- you'll hear a
9 couple other folks from our community -- we are --
10 our total population, you know, on a good day is
11 23,000 in our community. And we were once very big
12 into coal mining and now we rely on light industry
13 and governmental institutes for our employment
base.

14 Half of our elementary school kids in the
15 town we come from are free and reduced lunch.

We've

16 had an influx of Hispanic folks moving into the
17 community, which Penny is going to talk to you
about

18 a little but, much like any other small rural

areas,

19 it's been a big change for us, but a delightful
one.

20 We have 35 percent of our adult
population

21 lacks literacy skills and is considered
functionally

22 illiterate, that means they read at or below fourth

23 grade level. And that does not count any English

or

24 second-language learners in that number.

25 That's where we come from. We have limited

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1 resources, but what we're pretty darn good at is
2 putting those resources on the table. When this
3 process started, all those years ago, the concept
was

4 simple: You bring what you got; we'll through it
on
5 the table; we'll see what we have; we'll fill in the
6 the gaps; we'll expand what's good; and we'll go out
7 after other things that we don't have together.

8 One of the first players to our table was
9 EFNEP, in our community. And has been at that
table

10 every day since then, in multiple functions, in
11 multiple capacities. But what I want to tell you
12 about real quickly is the -- was that we have
13 leveraged the dollars that you send to our little
14 right-hand corner of Kansas, to access local,
state

15 and federal dollars, so that we can do what we
want
16 to do for our kids in our community.

17 EFNEP has from the very beginning ran a
18 quality program, quality program at our local
19 hospital; prenatal nutrition, education, assistance,

20 information. And nobody else was doing that. And a
21 lot of people didn't know they did it. And there was
22 a few of us who, after we were educated, said, "Hey,
23 this is one of those in that category of it's good,
24 let's make it bigger."
25 So when EFNEP came on board with us

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1 everybody said, "Who?" Another acronym, you people
2 must come from school district world. I think you
3 folks got more acronyms than we do.

4 But what I want to tell you is that we
have

5 been able, through working with EFNEP in our
6 community, been able to access funds from the
7 Juvenile Justice Authority of our state. You say
8 Juvenile Justice Authority? What the heck do

they

9 care about EFNEP? Well, what they do know finally,
10 and I say, in fact, if we are going to make a
11 significant impact on the social problems that we
12 have in our country, we must start early. And one
of

13 those ways that we can do that is through home
14 visiting, through early education, and through

making

15 sure that we have meaningful relationships with
16 adults -- with kids. And so these folks know how to
17 do that and they do it really well.

18 We've also been able to access United
19 States Department of Education dollars through two

20 family literacy programs, Migrant Even Start and
then

21 Even Start, which are family literacy-based
programs.

22 You say once again, "EFNEP, what the heck, don't
they

23 do turkeys?" No, they don't do turkeys. What they

24 do is bring a really important resource to our
25 community with very limited funds that they have

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1 thrown in with our funds and we were able to access
2 other funds.

3 And you say, "Well, sounds like everything
4 is dandy there in the lower right-hand corner. Why
5 did you drive three hours to get here?" If we
cannot

6 continue as a coalition -- you know, you hear that
7 word a lot. Coalition, collaboration, what's the
8 definition? You know, my definition of it is,

you

9 know, doing what you say you're going to do when you
10 say you're going to do it, for a common goal. And

if

11 they are not able to continue to do that, that's
12 going to be a big old gap that our whole community
is

13 going to have to fill.

14 So I just need to tell you that I don't

get

15 out of my chair two days before two grant
16 applications are done and 250 kids under the age of
17 five under the roof of 86 employs for much, to drive
18 three hours to talk to somebody for five minutes.

19 This is one of the programs that I would do that for

20 and that's why I'm here today.

21 And I know that you guys hear a lot about

a

22 lot of different things, I've been listening to it.

23 God bless you for sitting and listening to it.

24 Because I'm sure your brain is full when you are
25 done. But please know that you are making a huge,

21 Rutgers Cooperative Extension.

22 MS. O'NEILL: Good afternoon. I'd like to
23 thank you for the opportunity to provide some input
24 on some questions that were put out for discussion.
25 My name is Barbara O'Neill and I am a Certified

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1 Financial Planner, like Deb is. I actually work
2 three jobs for Rutgers Cooperative Extension. I'm a
3 Family and Consumer Sciences Educator. I am the
4 State Specialist in Financial Resource Management.
5 And I also am the County Extension Department Head
6 for Sussex County, New Jersey.

7 One of the other roles that I've had
8 nationally is to be Project Leader for MONEY 2000
and

9 Investing for Your Future. You may have heard of
10 these programs. They were both recognized by
11 Secretary of Agriculture Ann Veneman this summer in
12 Washington, D.C.

13 To answer some of the questions, as far as
14 strengths go, I think one of the real strengths we
15 have in family economics as part of the Family
16 Consumer Sciences program, is that we are being
17 recognized at the table, at the highest levels
of

18 players that are dealing with the issue of financial
19 literacy. There are several of us here at this
20 meeting that have been invited to a conference,
21 starting tomorrow in Denver, by the National
22 Endowment for Financial Education. That would not

23 have happened unless Extension were a real player in
24 this movement to increase the literacy of Americans.
25 We were also cited in the Fannie Mae study

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1 about financial literacy that came out last summer.
2 And particularly, in Rutgers Cooperative Extension
3 was profiled in that study on behalf of all the
4 Cooperative Extension offices who were also profiled.

5 We also, for the first time, interestingly
6 enough, have the Natural Resource Agriculture and
7 Engineering Service, based at Cornell University,
8 publishing personal finance publications. So this is
9 a real trail blazer, too. We've actually gotten some
10 commitment for publications in our field.

11 So I think we have a lot of strengths going
12 for us. We have as, I believe Cathy mentioned, very
13 passionate leadership at the national level; Jane
14 Schuchardt in D.C., Nancy Porter heading up the
15 Financial Security Later in Life Initiative. And I'd
16 like to include myself in that pool, too, because I'm
17 pretty passionate about investing for your future, as
18 well.

19 I think another strength that we have is
20 technological links that really serve us well. I can
21 print out a message on the family economics lister
22 and get an answer to a question or get reviewers for
23 publications. And that makes their jobs a lot easier
24 when we're contacted like that.

I think the gaps that we have, two, that I

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1 think stand out in my mind. First one was alluded
2 to. We have many gaps now in our staffing, due to
3 either lay offs or buyouts, as we experienced
4 recently in New Jersey.

5 And then the other issue is just we have an
6 aging work force and they're not making up any more.
7 We just don't have a lot of people coming up through
8 the ranks that have the degrees and credentials for
9 the jobs, if we did have the money to fill them.

10 I think the other issue that we find
11 clients ask us a lot: Why do you have a program in X
12 County and not in Y County? So it's almost like we
13 have the challenge to try to be like the McDonald's
14 hamburger, so wherever you would go in the United
15 States you would get the same type of hamburger. And
16 we don't have that in our Extension Family Economics
17 Programs.

18 As far as future program directions go,
19 obviously Financial Security in Later Life is our big
20 national initiative, and that's going to address the
21 needs of an aging population and issues such as
22 long-term care, estate planning. And I think another
23 issue that kind of comes in that area is Meaning of
24 Life programs, where people are going to start

questioning their lifestyles and, you know, their

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1 values as they head into the second half of their
2 lives.

3 I think we have a lot of work to do in
4 financial basics. I presented a workshop yesterday
5 about some results from our financial fitness
quiz

6 that we do on-line at Rutgers. And we're finding
7 that the basic things that we like to see people
8 doing, like preparing spending plans and net worth
9 statements, they're not doing. So we have a lot of
10 work in the basics of personal finance.

11 Certainly, investing is a topic. We
12 developed investing for your future at the end of a
13 bull market, but it's even more important now that we
14 educate folks in the heighth of a bear market. So a
15 lot of work needs to be done in that area.

16 Another issue is communication issues
17 related to money. We found, with some of the
18 research we did with MONEY 2000, that people were
19 indicating that their family was an obstacle to their
20 financial success. So a lot of issues there related
21 to like maybe saying no to children, and
22 communicating, those sorts of things.

23 As far as the integration of Extension and

24 Research, I think the best way to do that is grants,
25 symposiums and other joint projects.

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1 And I'll leave it right there. And I thank
2 you for your attention.

3 MR. SPURLING: Thank you, very much.

4 MR. SCHWAB: Thank you.

5 MR. SPURLING: We have some EFNEP graduates
6 that are going to speak to us.

7 Lisa Richardson.

8 MS. RICHARDSON: My name is Lisa Richardson
9 and I was a recipient of the EFNEP program about ten
10 or eleven years ago. At that time I didn't realize
11 how much the EFNEP program was going to help my
12 family. But it took me a lot of years later, now
13 that my three sons are older, and what a big part of
14 the picture it was.

15 I come from a large family. So meal time
16 at my house, when I was young, was mostly fillers
and
17 large quantities of mashed potatoes and gravy, and
18 spaghetti. And it was hurry up and get the
children

19 fed and clean up the mess and move on. There was
20 never a variety. You always knew every night what
21 you were having, same thing each week.

22 Since EFNEP, my boys all now -- 19, 17
and
23 12 -- who all have big appetites, look forward to
24 meal time. They always ask, "What's for dinner
25 tonight and are we eating at the table?" Because

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1 with three boys our schedule is busy. Sometimes
2 we don't get to eat at the table. They enjoy many of
3 the dishes created from recipes provided by EFNEP.
4 Which one of them is homemade syrup, I never knew you
5 could make. And now I can't get them to eat boughten
6 syrup. And egg rolls, they're open to try new things
7 all the time from the recipes that I received. So
8 they're open to just about everything.

9 It's taught me to plan meals ahead, shop
10 wisely with nutrition in mind, and also to save
money
11 in the process. Which with three boys, they're
12 costly. You give up a lot.

13 I believe physical nutrition plays a big
14 role in health, because not once has any of my
three
15 boys ever been in the hospital. If they do get the
16 cold or the flu, their immune system fights it
right
17 off. So we very rarely visit the doctor's office.

18 Our meal time is our family time. We
share
19 our stories for the day at the dinner table. And a
20 lot of their stories I really wish they wouldn't

21 share, but they do. But it keeps us in touch
with

22 each other as a family.

23 So years later, I realize now that

EFNEP

24 was making my family a happier, healthier, more
25 rounded family. So I wish every mother in this

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1 country or woman, could have a chance to enjoy in the
2 EFNEP program, because it really makes a difference.

3 Thank you.

4 MR. SPURLING: Thank you.

5 Another EFNEP graduate, Tina Lackamp.

6 MS. MURAN: We have a change, and
it's

7 Cheryl Wyezynski, a substitute.

8 MR. SPURLING: Cheryl Wyczynski and Tina's
9 not going to be here, right?

10 MS. MURAN: Tina's not going to be here.

11 MR. SPURLING: Okay, Cheryl. How do you
12 spell Cheryl?

13 MS. WYCZYNSKI: C-h-e-r-y-l.

14 MR. SPURLING: Okay.

15 THE REPORTER: You're not going to ask the
16 last name?

17 MR. SPURLING: How do you spell the last
18 name?

19 MS. WYCZYNSKI: W-y-c-z-y-n-s-k-i.

20 THE REPORTER: Thank you.

21 MR. SPURLING: That's how I thought it was
22 spelled.

23 AUDIENCE: (Laughter.)

24
25

MS. WYCZYNSKI: Well, I just graduated not
long ago. But first I want to tell you some of my

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1 personal history to show you why I really needed the
2 program. Twenty years ago I had a nice, organized
3 life. On Mondays I changeed all the beds and I
did
4 laundry. On Tuesday I dusted and cleaned the
5 bedrooms and living room. On Wednesday I did
6 volunteer work. On Thursday I cleaned the bathroom
7 and kitchen. On Friday I paid the bills, I made
out
8 the menus and I shopped.

9 Well, within a few short years all that
10 changed when I went through my first divorce. I
11 found myself in vocational school to try to learn
12 some skills to make a living. So all the
13 organization just started going down the tubes at
14 that point.

15 Three years later I remarried. It was
not
16 a good choice. But after eight years in that
17 marriage I experienced the second divorce. I was
in
18 college at the time. I only had two years left to
19 go, so I stuck it out. I got my bachelor's degree.
20 But my daughter and I, we bagen to live on a junk

21 food diet, which most college students do. There's
22 way too much fat content, not enough vegetables, not
23 enough fruits. We ate at irregular times, unhealthy.

24 The following August, after I graduated in
25 2000, we moved to Oklahoma for my big dream corporate

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1 job, as a technical writer. But I fell into the trap
2 of working 50 hours a week. And so once again, the
3 results was we became depressed being in a new area
4 and me working that much. We continued the junk
food
5 diet. We would often buy a box of these Swiss cake
6 rolls, I don't know if you've heard of them. But
7 we'd eat a box in a day. And so, consequently, I
put
8 on 30 pounds.

9 So finally, in May of 2000 I was laid off.
10 And finally, I guess -- or 2001, we moved back to
11 Kansas and still consuming the junk food diet. So
12 that's where I was at. And the reason I'm telling
13 you all of this, is because the world right now is
a
14 very dishelved place, not just for me, but for
almost
15 everyone.

16 So the last twenty years there's been
17 tremendous changes in all aspects of life for many,
18 many people. And all of those changes seem to have
19 really affected the family. So right now there's
20 very little, if any, stability left for children and

21 for families.

22 So I find myself as a single mom again,
23 with my background, but I know that there are others
24 out there from varying backgrounds. And maybe they
25 didn't have that stable life that I had for a while.

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1 So that they would know what a balanced meal was or
2 this and that. So they desperately need stability
3 from somewhere.

4 And at the point that EFNEP stepped in
for
5 me, I needed the stability. And they really helped
6 me to get back stability, or at least a part of it
7 that I had lost. I knew about the food pyramid,

but

8 I need the reminders that EFNEP gave me: About
9 counting the portions; adding more fruits, more
10 vegetables; getting rid of the fat from the
sugars

11 and that type of thing.

12 The Extension agent brought these models
of

13 salt, fat and sugar. Little vials. And from
looking

14 at those I could see visibly, you know, what I was
15 really consuming in all this junk food. Not even
16 junk food. You know, sometimes foods that we
17 consider as good foods, I could really see what was
18 there.

19 So consequently, I began to change our
20 diet. Just as an example, my daughter and I, we
love
21 to eat out. It's just the two of us, so what we do
22 is we go and we split a meal. But we no longer go
to
23 McDonald's for that. What we do is we go to a place
24 where we can have salad and vegetables included in
25 the meal. Now, as a result of applying all these

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1 things that I have learned from this Extension agent
2 and from EFNEP, I lost twenty pounds. I began to
3 feel better physically and emotionally. In

other

4 words, EFNEP helped me break the junk food
cycle.

5 They also helped me to focus on
exactly

6 what I was eating and how it would be used in my
7 body. So now I do not look at a meal and just
8 consume it. When I look at a meal, I look at
things

9 like, okay, that's two breads, that's two meats,
10 that's a vegetable and a half, and that's all my
fat

11 for the whole day. I can't have any more fat.

12 They really began also, to help me change
13 my daughter's diet, back to where it should have
14 been. Before EFNEP I often sent her to school
15 without a breakfast. Now she has a breakfast every
16 single day, which includes things such as bagels or
17 bacon and eggs or toast, cereal with milk or
oatmeal.

18 She's drinking more milk and more orange juice. She

19 is in the Kids in the Kitchen program, so she's
20 learning to fix meals on her own and does a great
job

21 at it. So as a result I'm seeing that her grades in
22 school have improved, they're better. And she feels
23 better about getting up and going to school. It's
24 not a fight any more.

25 So in conclusion, I just want to say that

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1 EFNEP is a truly good program. I only have one
2 regret about EFNEP, and that is that I wish I really
3 could have stayed on that program a lot longer.
4 Because those visits were so timely and they were so
5 encouraging for me.

6 And so finally, all I want to say is:
7 Thank you, EFNEP.

8 MR. SPURLING: Thank you.

9 Okay. Do you have Dena Lloyd?

10 MS. MURAN: Again, we have a substitution
11 and we have Sandy Proctor, who is Kansas EFNEP
12 Coordinator.

13 MR. SPURLING: Is Procter, P-r-o-c-t-e-r?

14 MS. PROCTER: Yes, thank you. Thank you
15 for allowing me to step in today.

16 I am hear to represent Kansas as the
17 Coordinator of the EFNEP program. And I'm very proud
18 of the people I've heard speak so far today. Makes
19 my job up here easy.

20 The Expanded Food Nutrition Education
21 Program, which was started way back in 1969, to reach
22 the limited resource audience who were isolated from
23 existing programs, continues to strive to meet that
24 same challenge today. In Kansas EFNEP serves 1722

families, with 2803 children in 2001. But data shows

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1 that 123,000 Kansas children live in poverty.

2 Kansas EFNEP programs are collaborating, as
3 you heard today, with other local organizations to
4 maximize limited resources, and to help insure that
5 young families with children improve their skills

and

6 increase their knowledge of basic nutrition, food
7 preparation, food budgeting, and food safety.

8 Yet Kansas EFNEP is only in three of
9 Kansas' 105 counties. Why? It's not because
there's

10 no need. Families with limited resources are found
11 state wide and their numbers increase. It's not
12 because EFNEP's not effective. In 2001, a six-state
13 cost benefit analysis, including Kansas data,
14 revealed that for every dollar spent on EFNEP, \$8.82
15 is saves on health care costs. And it's not because
16 EFNEP could not be effectively delivered across the
17 state. The state Research and Extension network
18 provides a proven venue for nutrition education
19 programs that we provide.

20 The reason Kansas EFNEP is unable to
reach

21 citizens who would benefit dramatically is simple,
22 it's lack of funding. With no funding increase
since
23 the 1980s, EFNEP has been forced to pull out, step
24 back, turn away from counties and communities and
25 from families and youth who really need us.

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1 EFNEP is proven effective. It meets the
2 needs of families and the communities across the
3 nation. I'm going to show you another example --
4 you've heard some wonderful examples so far -- of a
5 success story from another one of our three
counties

6 in the state, Shawnee County, which is Topeka.

7 This is shared with us from a
nutritionist

8 assistant, Janice. Janice teaches Have a Healthy
9 Baby lessons to clients accessing prenatal services
10 at the Maternal and Infant Clinic. After
collecting

11 a food recall from a client, Janice enters it into
12 our EFNEP computer and report system, and prints
out

13 a diagnostic report to share with the client. One
14 client, Clarissa was not doing well with her diet.
15 She ate less than 1200 calories a day and was low
in

16 iron, calcium, vitamin A and fiber. But after Janice
17 visited with her about improvements she could make,
18 Clarissa went to work. When she graduated from the
19 EFNEP program she had improved her diet in all areas.

20 Her iron went from 16 percent to 113 percent; calcium
21 from 36 percent to 85 percent -- this of the
22 recommended values; vitamin A went from 53 percent to
23 83 percent; and fiber, 33 percent or 7 grams to 200
24 percent or 40 grams.
25 She wrote, "I feel very comfortable with my

1 improvements and excited, because I wasn't doing too
2 good at first. But I put my find to it and with a
3 little encouragement from Miss Jones, and a schedule
4 for myself, it all benefited me."

5 Janice had another client, Dawn, who found
6 the reports helpful as well. She wrote, "I was
7 impressed with my EFNEP diagnostic report. I really
8 improved from the last time. I was glad to know that
9 I am getting enough of the nutrients that I need,
10 because I wasn't sure if I was doing well. But I
11 think I am doing a good job. And I will have to
keep

12 it up." She needs to eat more grains and
vegetables,

13 which she did improve on. She needed to increase
her

14 iron intake, which went from 43 to 76 percent. And
15 her fiber intake increased, as well, from 81 percent
16 to 120 percent.

17 So that was just submitted from one of the
18 three counties. And I would like to ask you, as I
19 close today, to please consider how worthwhile an
20 increase in EFENP funding could be to our citizens

21 who have the greatest need. It's true that times
22 have changed since the inception of EFNEP over 30
23 years ago. But the needs of our audience continues
24 and EFNEP continues to provide the solution.
25 Thanks a lot for your time.

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1 MR. SCHWAB: Thank you.

2 MR. SPURLING: Thank you.

3 MR. SCHWAB: Next up we're going to hear
4 from Dr. Penny Armstrong.

5 DR. ARMSTRONG: Thank you, very much. I'm
6 part of the group that came up from Pittsburg,
7 Kansas.

8 I have lived in Pittsburg a long time. And
9 I was a professor of Spanish at the university. When
10 I left the university full-time teaching, I had an
11 opportunity to go to work for Monica at the Family
12 Resource Center. It was kind of an unexpected
13 pleasure to get involved in a completely different
14 aspect of life in the community. I became the
first
15 coordinator of the Even Start Family Literacy
16 Program.

17 I had been kind of moving in the ivory
18 tower of the university, and had not actually
been
19 out in the front lines of the community for some
20 time. One of the first people I turned to, the
first
21 group that I turned to, to just find out what was

22 happening and where the needs were and how I
could
23 get in touch with people, I turned to the EFNEP
24 program. Because they have just a strong family
25 visit program. They have such wonderful contacts

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1 with the families that they work with.

2 And particular, as I was beginning, so was
3 the Hispanic population beginning to show up into
our
4 community. So my very first contacts in the homes
of
5 the Hispanic clients was with -- my contacts were
6 with the EFNEP family visitors.

7 We started -- just to give you a little
8 idea, as Monica said, we have on a good day 23,000
9 people in Pittsburgh, plus the university. But in
the
10 last four years, probably 3500 Hispanics have moved
11 into our area with many needs that go beyond that
12 part of my program. So I had my first chance to
get
13 really in, develop some confidence and get to know
14 the Hispanic families through the EFNEP visitors.

15 Another part of EFNEP that I have been
16 involved in, also through the Even Start Program, is
17 unfortunately, we have a number of pregnant and
18 parenting teenagers. And we have a program in our
19 high school, which it's a seminar program, it's
20 called the Mommy Meetings. Part of my program was

to

21 help these mothers get through school, involves all
22 different sorts of aspects of their lives. But I
23 would participate in the Mommy Meetings. EFNEP is
24 also present at the Mommy Meetings. It's a very
25 important nutritional education program for these

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1 people.

2 I cannot emphasize the support that we get
3 from EFNEP working with the Hispanic community.

4 These are people who come in, wanting nothing more
5 than to take care of their families, to live well, to
6 make the best uses of what little resources they can
7 have. They're hard working. But they also aren't -

-

8 they're not encountering the kinds of ingredients
and

9 the kinds -- they're not able to cook the way
they're

10 used to cooking. They do need nutrition help and
11 advice. And EFNEP has provided all kinds of help,
12 getting nutrition information and changing
nutrition

13 habits with our Hispanic residents, including one
14 that's currently so much fun. It's called Kitchen
15 Connections. It's a group of women who work with
two

16 of the EFNEP educators, every other week cooking
17 together and learning together. And I go to those
to

18 help translate and make sure that things are

19 completely understood.

20 But I do want to just let you know that
the

21 collaboration and the help and the work that EFNEP

22 does in a small community, where so much is

23 interactive. Where the center where I work is a

24 perfect example of how a community comes together.

25 An organization that I chair with the chief of

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1 police, that supports the Hispanic community.

2 We are a community that is used to coming
3 together, and EFNEP is an extremely important part of
4 that team in our small town. And we appreciate all
5 of the support that you give them.

6 Thank you.

7 MR. SCHWAB: Thank you.

8 MR. SPURLING: Thank you. Have a safe
9 drive back, if you're leaving.

10 MR. SCHWAB: Thank you for coming and
11 traveling the distance.

12 MR. SPURLING: Thank you, very much.

13 Mary Ellen Rider, University of Nebraska.
14 Good afternoon.

15 MS. RIDER: Hi, how are you. I'm here
16 mainly today to thank you for the opportunity to talk
17 about financial programing, particularly with the
18 specialty that I've approached. And also thank
19 you

20 for having the Financial Security in Later Life
21 National Initiative, to which I am not reporting.
22 Finding initiatives -- by the way, and I also have
a

Research Appoint. And finding USDA Research Goals

23 that fit family programing is also often difficult.

24 So, if nothing else, it would be nice if we
25 had some of those and those still cost money to make.

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1 But any way, especially when we've already heard that
2 financial programing is very important across the
3 nation. And number 2, in our state family programing
4 is considered to be some of the most important
5 programing in the listening sessions that we have
6 done with some of our consumers.

7 I am the Consumer Health Policy Extension
8 Specialist at the University of Nebraska. As far as
9 I know, that's the only specialist with that focus
in

10 the Cooperative Extension system. I'm also a
trained

11 family economist with interest in health care and
12 health insurance area. Cooperative Extension has an
13 opportunity for educational efforts in this area.

It

14 is especially important when rural health care
15 infrastructures are in a fragile state, especial
when

16 we have farm down turns.

17 I am assuming that those of you who are
18 listening up here are mainly from the D.C.
area.

19 MR. SPURLING: That's right.

20 MS. RIDER: And we have some very --
21 particular kinds of things that happen in this
22 corridor of the country. There's a lot of people -

-

23 and I'll be describing some of that background,
too,

24 to look at the importance of the programming.

25 National health policies appear to be

1 established, based on urban solutions which do not
2 fit rural situations. For example, Nebraska has HMOs
3 only in our two largest population centers. It takes
4 a minimum of 100,000 people to sustain an HMO. we
5 know that farmers dropped their personally-purchased
6 health insurance in an economic downturn, and put off
7 health care. If they continue to be ill, that most
8 often drives up the cost of care and places more of a
9 burden on community resources, not to mention
10 increasing the potential for a farm disaster to force
11 economic loss of a family farm and possibly personal
12 bankruptcy.

13 Number two, Nebraska currently has more
14 critical access hospitals than any other state in the
15 United States. This is the special designation that
16 while providing the chance a hospital can stay in
17 business, limits the number of acute care beds and
18 lengths patients may stay in a hospital. These types
19 of hospitals must have arrangements made with other
20 hospitals for patients needing longer hospital stays,
21 which is particularly an issue with aging population.

22 Recruiting personnel is also a key issue,
23 as some Nebraska counties have not had health care
24 personnel any higher a level than an EMT for over 20

years. Many Nebraskans drive 50 to 100 miles one way

1 to receive any kind of health care services. And as
2 a result, telemedicine is becoming even more
3 important. And the lesson this year we had out is on
4 telemedicine.

5 The other thing that I would point out is
6 that sometimes in some counties, particularly in
our
7 frontier counties, the highest level of health care
8 may be that volunteer EMT. We have more volunteer
9 emergency services than any of our states
surrounding

10 us. And we do have a difficult time recruiting
11 personnel in these times, not only because of rural
12 communities losing population -- not all of our
rural

13 communities are, I should say that. But in having
14 cooperative employers that will allow that.

15 Spaghetti suppers are often used in these
16 communities to buy an ambulance, a used ambulance
17 with 100,000 miles. And the average age of an EMT
18 worker in our state, in 2000, was age 60. With
some

19 squads in northeast Nebraska having the youngest

20 member at 65.

21 My current work is focused on consumer
22 health policy, interpreting policy for consumer
23 perspectives. I do not tell people what to think.

A

24 lot of people who do not do policy in their state
25 worry about it. We provide education about how to

1 better access and efficiently use the health care
2 system for purposes of making the best health care
3 decisions. Through community education and
4 partnership with local health care providers, who

I

5 might point out are not used to working with
6 Extension on this level, we are encouraging local
7 consumers to participate in local health care
8 decision making as resources become scarce and
9 cross-county communication becomes more important.
10 Health care providers often complain that consumers
11 don't know how, but could assume the responsibility
12 in health care decision making processes relative
13 to
14 their own health.

15 Last month, several articles in leading
16 national newspapers, including the one out of UC in
17 New York City, indicated that the blame for
increased

18 cost was now being laid at the feet of consumers.
19 Therefore, the need to move consumers from passive
20 to
21 knowledgeable active consumers in their own health
22 care is imperative to contain costs and care and

21 availability of care in rural areas.

22 My position was created because leading

23 health policy researchers and practitioners

during

24 the 1993 national discussions, it was during that

25 time was created. Health care reform has not stopped

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1 even though it's lost it's prominence in the front
2 page of the newspaper. It occurs in less publicized
3 ways.

4 We only wish more states were doing active
5 programming in this area, so it meets the needs on
6 the minds of the public right now and create more
7 cross-state partnerships. We do, however,
appreciate

8 the Financial Security in Later Life as a grateful
9 outlet for sharing our work.

10 As a pioneer member of Extension's
National

11 Network for Health, which has now folded into
CYFAR's

12 Healthy People, Healthy Community initiative, I have
13 watched the initiative take on a preventive health
14 focus. This is only half the distance. The focus
of

15 our Nebraska program on acts of securing health
16 insurance issues does not particularly fit, nor is
17 encouraged in that initiative. So therefore, we
18 really are appreciative of the Financial
Security

19 initiative. And that is despite the fact that health
20 care costs are very much on the minds of U.S.
21 residents.

22 And let me repeat, health care costs are a
23 major issue on the minds of U.S. residents. One way
24 to meet those needs relative to later life is to
25 assist clientele on steps in finding the appropriate

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1 care for themselves or family members in later life.

2 In Nebraska, one way that we have
attempted

3 to meet the need is through a web-based class. As a
4 result of being invited to the national roll out
5 conference for Financial Security in Later Life, I
6 was able to share highlights of the class. It
7 dispelled myths about long-term care, such as the
8 only long-term care option is a skilled nursing
9 facility or nursing home. And urges consumers to
10 begin the search for such services. Activities
start

11 the conversation about long-term care between adult
12 child and aging parent, but can also be used for
13 conversations between spouses, partners or
14 significant others. We encourage students to pursue
15 the site links to build a search strategy relative
to
16 available long-term care in their area. Discussion
17 board participation and connection to faculty is
18 encouraged to share experiences in the class process
19 and to answer personal questions.

20 The other thing we've done is to look at -

-

21 we have a co-teacher from Minnesota. The class is
22 on-line, non-credit, password protected, because we
23 can put up copyrighted material. And as a result
of
24 being part of this initiative, I have my largest
25 class size going right now and going with unit

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1 managing that, but it does allow us to do the cross
2 state program that Extension is looking at.

3 (Exhibit 23 marked for identification.)

4 MR. SCHWAB: Thank you.

5 MR. SPURLING: Thank you.

6 Margaret Viebrock

7 MS. VIEBROCK: I'm with Washington State
8 University Cooperative Extension. What I'm going to
9 talk about today is Risk Management Education for
10 Farm Families.

11 And changes in life, especially in farming,
12 are here to stay, as you probably realize. And the
13 ideal rural setting that promotes farm family life
14 is

15 threatened by a combination of problems. People
16 involved in the agricultural business are
17 experiencing a downturn in commodity prices. And,
18 of

19 course, if everybody's kept up with the reading in
20 the newspaper, as far as the transportation
21 problems

that we have on the west coast, the price of wheat
has dropped over 20 cents in the last week and a half
or so. So it's affecting disposable income, family

22 relationships, the outlook for the industry, and, of
23 course, decision-making ability.

24 Businesses in the communities are feeling
25 the same concerns. The store fronts are having less

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1 disposable income available for people to spend at
2 their stores. Ministers and health care specialists
3 are also trying to help families decide what's best
4 for them.

5 So Cooperative Extension in three states -
-

6 Washington, Idaho and Oregon -- have worked together
7 to analyze the situation and to develop a curriculum
8 to help farm families.

9 So thriving and surviving during stressful
10 times is very difficult. Farming today is a far cry
11 from the quaint scenes that were painted by Norman
12 Rockwell. Farming has never been easy. Farmers
13 don't just "grow things." It's both a business and
a

14 way of life. And their concerns about the bottom
15 line, of course, that farming adds up to more than
16 just profits. A successful farm business requires a
17 management style that encourages communication,
18 positive attitudes and willingness to work together.
19 So in uncertain times, loss of income and the
20 demands and pressures of farming increase, so does
21 the need for help with having healthy relationships.

22 We work together with farm families, with

23 some focus groups and other gatherings in three
24 locations in North Central Washington. And here's
25 what the people were telling us: The family farmers

1 are working longer hours, and as a result they spend
2 less time with their families. The men have taken
3 outside jobs and work their farms in the evenings and
4 on the weekends. At the same time, many farm wives
5 have jobs to provide the family with a second income,
6 and more oftentimes than not to provide the
7 insurance. Parents are missing out on some of the
8 best years with their children. Their children are
9 also missing out on the opportunity to spend quality
10 time as a family and learn firsthand a role model
for
11 parenting.

12 Farm families tell us that the money they
13 have saved for their college education, now has been
14 used to support the family operation. Family
15 vacations are a thing of the past. They are having
16 to do things closer to home and, of course, less
17 often. These same families are expressing guilt
18 because they can't provide for their children like
19 they have in the past. The children are having to
20 find jobs to help support the family, as well.

21 The families are also very disappointed
22 because the drive to seek a career in agriculture

is

23 very low for the college-bound student any more,

24 because they've experienced firsthand all the work

25 that it takes to run a farm family; the long hours,

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1 the disappointments, and probably some of the
2 disagreements that happen as a result of it.

3 Parents are harder on their children, they
4 tell us. They demand more of them, there's less
time

5 and they have to work a lot harder. Spousal
6 relationships are also affected. Families have told
7 us they argue about the things before they used to
be

8 able to laugh over. And things have gotten more
9 serious. They don't go out as much. They tend to
10 stick close to home. There's been depression.

And

11 their life style has been diminished outside their
12 own family home. They don't go to church any
more.

13 The financial situation has limited
their

14 retirement, because all of that money has now been
15 put into trying to stay out of debt. But if, in
16 fact, they were able to save the farm, they would
17 still have some debt afterwards.

18 They feel the environmentalists, the
19 government policies and the poor prices are

severly

20 threatening their survival. And within a year or

21 two, many of them will not be farming. And we

have

22 seen in our area, particularly with orchard families,

23 that many of them now are not farming any longer.

24 The personal health has also been affected.

25 Sleepless nights, high blood pressure, drinking, not

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1 able to cope with stress, and depression. In our
2 area we've also had a couple of suicides that
have

3 been attributed to being unable to make payments,
4 lack of cash reserves, and inability to sell the
farm

5 just because of land use measures that have been
6 passed in the past.

7 So the farm crisis of the 80's in the
8 Midwest, we use that as our example as we build
9 curriculum. Because basically, the same things are
10 happening right now in the West as did happen in
the

11 Midwest. And we are addressing those issues as
well

12 as we can.

13 But the key question is: How do some
farm

14 families endure the adversity of farming and other
15 families falter? So as we work at an educational
16 approach, we've had to use very much of a holistic
17 approach. No longer can the farm operate independent
18 from the farm family. No longer can we just teach

19 and talk about the cost of production and marketing
20 and farm finances without including the family.

21 Without the family, the farm operation will
22 definitely falter.

23 The farm finances and family finances must
24 be incorporated into a total farm-family budget. No
25 longer can the family survive on what's left over, as

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1 it did in the past. Unfortunately, they're left with
2 too little money. Many farm operations have become
3 some sort of partnership.

4 Well, as far as what's happening and what
5 we're doing in our programs, and how we're trying
to
6 make a difference -- besides using educational
7 sessions and news releases on how to cope with
8 change. Change, whether it's positive or negative
9 will affect decision making, budgeting.

10 And I've done a study looking at those
11 health issues of diabetes and eating and stress, that
12 sort of thing.

13 A big project we're working on now is the
14 transition of assets. How do I get out gracefully if
15 I do want to get out? What are some alternatives to
16 agricultural enterprise? Whether it's agriculture,
17 brings those industries that are related to farming,
18 new crops, value-added profits.

19 And most of all we're trying to encourage
20 people to have faith, because farming will see a
21 better future.

22 Thank you for your help.

23 (Exhibit 33 marked for identification.)

24 MR. SPURLING: Thank you.

25 Shirley Niemeyer from University of

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1 Nebraska.

2 MS. NIEMEYER: I'm Shirley Niemeyer,
3 Extension Specialist from the University of Nebraska
4 and Housing in the Environment. I'd like to talk
5 about some issues in Housing, and I've provided a
6 summary on some of the impacts. And I'll close then
7 making a few comments about strategies and perhaps
8 future ideas.

9 "One important piece of the quality way of
10 life for community and family and to ensure a
growing
11 economy is affordable housing." That was stated by
a
12 Nebraska lieutenant governor.

13 Housing is a basic need for our human
14 existence. It's a basic need, along with food,
15 water, clothing and for our protection. Some of
the
16 basic education is research and some of the basic
17 needs is that we understand housing as a
foundation
18 for our healthy environment and community.

Housing

19 is involved in significant social and economic
20 benefits, those that are connected to housing.
21 The US gross housing product is
\$450
22 billion, with an additional \$400 billion in
new
23 construction, and value added is at \$1.4 trillion.
24 It's a huge economics issue for us in USDA.
25 Affordable housing ranked second highest of 17

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1 economic development strategies. And as we looked at
2 the cost of the labor, materials, lots, terms and so
3 on, this may prohibit sale or rent at a price that
4 families can afford. And lots in Nebraska, those
are

5 very high, particularly in rural areas.

6 As we look at the number of Hispanics
7 coming into our community, it showed inadequate
8 housing of Hispanic households at twice the rate
of
9 non-metro households.

10 These groups are the groups that spend a
11 larger share of income on housing: Blacks at 27
12 percent of income and Hispanics at 26 percent, as
13 compares to the rest at 21 percent.

14 As we think about the homeless people in
15 our state, we think that they do not have jobs,
that

16 they do not have money. But they have a mean
income,

17 homeless adults with children, at \$475. But our
base

18 wage in Nebraska is often \$4, \$5 or \$6 an hour, not
19 very far away from that. This is 46 percent over

20 federal government level of those who have incomes
21 who are homeless, but they can not afford housing.
22 Not in Nebraska and not in other populations in
the
23 world.

24 Children who repeatedly move in their first
25 6 years of school, they fall one full grade behind

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1 their classmates. Nebraska's monthly housing costs,
2 average housing cost with a mortgage is \$895 a
month.

3 We are not the state with cheap housing. Most
states

4 do not have a lot of median rent like Nebraska,
which

5 is \$491 a month, with ranges from \$246 in some
6 counties to \$607 in other counties. Thirty-
six

7 percent of renters pay over 30 percent of
their

8 income to rent. Of the Nebraska households over 48
9 percent pay over \$500 a month for rent.

10 The median housing expense for owner
11 occupied housing is between \$392 and \$1083 per
month.

12 And our stock is older in Nebraska. Our homes built
13 prior to 1980 is 85 percent of our stock, and 1978
is

14 when the lead ban hit. So we have a large amount of
15 housing stock that has lead in it. Mobile homes
16 increased in 18 counties in Nebraska. According to
17 the census, from 15 percent up to 23 percent, that

18 much of their housing stock was increased in terms
of
19 mobile homes. Nine percent of our total housing
20 stock is mobile homes in Nebraska, because of
housing
21 costs.

22 In terms of environmental health issues,
we
23 have a potential superfund site in Omaha over a 20
24 square mile area, 42 percent of children tested in
25 one neighborhood area had a high blood lead level,

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1 higher than what is expected. Elevated levels are
2 associated with lower IQ scores, behavior
changes,

3 inattention, disorganization, hyperactivity,
4 decreased hearing acuity, growth, aggression,
5 attention deficit disorder and delinquency. And

yes,

6 the two most recent studies that those, our juvenile
7 delinquents, incarcerated in our jails have a higher
8 blood lead level.

9 So what does this mean in terms of dollars
10 we put in to prevention-related to juveniles, if
this

11 research holds up? What does this mean for our
12 future and how we address some of our problems?

13 Nebraska has the second highest rate
of

14 asthma-related deaths. Mostly to be affected or die
15 are those that are elderly, minorities, and low
16 income. And it's risen 150 percent in Nebraska, but
17 across the United States this is a problem and it is
18 related and can have preventative education to
19 address this in terms of problems with asthma and
20 asthma triggers. We also have an increase in mold

21 problems.

22 So as we look at those problems and try to
23 address them in the future, I think we need to look
24 at increased grant funding from USDA for both
25 Extension and Research, and Housing in the

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1 Environment. We need more collaborations across
2 states and within state agencies, organizations and
3 business. We need support from USDA for regional
4 research efforts in housing and housing-related areas
5 and in other Consumer Family Science areas. And we
6 need to increase funding for all areas of Family
and
7 Consumer Science.

8 And with that I need to close. But I
9 invite you to read the rest of my comments. I
think
10 you will find them very intriguing and some of our
11 program needs and what we can do to better address
12 those.

13 Thank you, very much.

14 (Exhibit 34 marked for identification.)

15 MR. SPURLING: Thank you, Shirley.

16 MR. SCHWAB: Thank you, very interesting.

17 Next we're going to hear from Barbara
Petty

18 from the University of Idaho.

19 MS. PETTY: My name is Barbara Petty and
20 I'm with the University of Idaho Cooperative
21 Extension System. And I am in Bonneville County as

22 an Extension Educator. I would like to visit with
23 you today about a program called Married and Loving
24 It.
25 Married and loving it is a program that is

1 designed to strengthen marriage and couple
2 relationships by presenting the research findings
3 about successful and happy couples to the general
4 public, through a series of five classes. The
5 purpose of Married and Loving It is to help couples
6 identify communication skills, including: Love
7 languages; give couples guidelines for establishing
a
8 sound financial situation; identify sources of
anger;
9 develop skills for conflict resolution; and to
10 discuss the decisions made on a daily basis that
11 influence the marriage relationship.

12 Since this program was developed in the
13 year 2000, it has been taught to several
locations,
14 reaching a diverse audience. Married and Loving
It
15 has drawn couples and individuals ranging from 17
16 years of age, to married 52 years. Engaged, those
17 consider re-marriage, and divorced not ever
planning
18 on marrying again, have found Married and Loving It
19 to be beneficial to their lives.

20 When Heather Gooch and Jim Lowden were
21 looking for pre-marital instruction, they turned to
22 their local Extension office. Heather was a 4-Her
23 all of her life and had come to recognize the
24 Cooperative Extension system as a place to find
25 research-based information. And I quote:

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1 "4-H gave me a lot of foundation as a
2 youth. 4-H was something that taught me
3 leadership. I didn't feel uncomfortable going
4 to the classes, because I knew what the
5 Extension office was about."

6 Jim was looking for pre-marital
7 instruction that came from an
educational

8 institution, rather than from a
religious

9 organization. And I quote:

10 "We both take marriage very seriously
and

11 wanted to get some advice beforehand. And we
12 didn't like the idea of having to get it
through

13 a church. I found it so refreshing to be able
14 to find that and show up and no one was turned
15 away because 'Well, you don't belong to our
16 church so we can't give you these classes.'

17 Everyone was invited and I found that
having

18 such a diverse background from all
different

19 kinds of people, from all different walks
of
20 life just broadened it so much more."
21 Brian and Dawn Leatham had been
married
22 three years when they attended Married and Loving
It.
23 It was a first marriage for both of them. And they
24 didn't want to become another divorce statistic.
25 Both of them were raised in homes with multiple

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1 marriages, so they had not had the opportunity to see
2 a strong and successful marriage. They chose to
3 attend Married and Loving It because they wanted to
4 learn how to prevent future fights about stupid
5 stuff. They learned how to deal with problems
6 effectively by nipping them in the bud, so
they
7 didn't carry them for ten, fifteen or twenty years.
8 Brian and Dawn both agree that Married and Loving
It
9 met their expectations. It has been two years
since
10 taking the classes, and they still refer to things
11 they learned. During the times they are discussing
12 issues and start to stray, they now recognize these
13 danger signs and get back on track through healthy
14 conflict resolutions.

15 Laura and Anthony Manzanarus have four
16 children. They have encountered some marriage
17 threatening situations and came to Married and Loving
18 It to do something positive for their relationship.
19 They were not wanting counseling, but education.
20 They found it through the Cooperative Extension
21 system.

22 Many of the participants are in their
23 second or third marriages. They do not want to make
24 the same mistakes as in their first marriage and have
25 found Married and Loving It to provide education on

1 successful relationships. They have learned
2 different ways to resolve problems, so they don't
3 hurt each other in the process.

4 Darrell and Charlotte Lake have been
5 married over 31 years. Both are professionals and
6 have taken a lot of classes and training courses, but
7 have never taken a class together. They thought it
8 would be fun to do something, since they were in
the
9 empty nest stage of life. Since there were no
10 registration fees, the only thing one would be out
11 would be time, so why not. After completing the
12 program they agreed that the time spent was a wise
13 investment. Darrell claims:

14 "These exercises were excellent. And
15 comparing the answers with your spouse was
often
16 quite enlightening."

17 Darrell and Charlotte are still
18 recommending Married and Loving It to couples they
19 encounter.

20 Max and Betty Cooper attended Married and
21 Loving It along with their three married daughters,
22 sons-in-laws, married granddaughter and married

23 grandson-in-law. They decided to discuss things as

a

24 family and enjoyed dinner together before class.

25 They had a lot to add when we were discussing the

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1 in-law relationships.

2 From these testimonies it is evident that
3 Married and Loving It is meeting a need in our
4 community.

5 President Bush is encouraging educational
6 programming that will strengthen marriages. The
7 Cooperative Extension system needs to be at the
8 table. We are trained professional educators and
can
9 most effectively meet this need in our communities.
10 We can collaborate with other agencies such as Head
11 Start, to deliver marriage education programs to
12 their clientele. In their book, The Case for
13 Marriage, Linda Waite and Maggie Gallagher have found
14 that married people live longer, have better health,
15 earn more money and accumulate more wealth, feel
more
16 fulfilled in their lives, enjoy more satisfied
sexual
17 relationships, and have healthier and happier more
18 successful children than those who remain single,
19 cohabituate or get divorced. Married and Loving It
20 helps couples be successful by teaching them how to
21 resolve their differences.

22 Married and Loving It was highlighted on
a
23 national satellite broadcast for Extension educators,
24 has been presented at several national meetings, and
25 was the national winner of the Marketing Package

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1 Award presented by the National Extension Association
2 of Family and Consumer Sciences. The curriculum
3 published by the University of Idaho has been
4 distributed to 28 different states.

5 Funding for research and additional
6 programing in marriage education needs to be at the
7 forefront for the Cooperative Extension system.

Our

8 mission is to build and sustain healthy families.

9 Marriage education is a positive and effective

means

10 to accomplish our task.

11 Thank you for your time.

12 (Exhibit 24 marked for identification.)

13 MR. SPURLING: Thank you.

14 MR. SCHWAB: Thank you.

15 The next speaker should be Linda
16 Breytspraak, from the University of Missouri, at
17 Kansas City.

18 MS. BREYTSPRAAK: Good afternoon. My name
19 is Linda Breytspraak, and I am Director of the

Center

20 on Aging Studies at the University of Missouri-

Kansas

21 City. And am also an associate professor of
22 Sociology and Medicine at UMKC.

23 The Center on Aging Studies has worked
24 closely with University of Missouri Outreach and
25 Extension since 1982, in developing a variety of

1 programs and training materials that relate to the
2 needs of the aging population in Missouri. We
3 currently provide leadership to a statewide group of
4 University of Missouri Outreach and Extension
5 specialists with interests in programming for their
6 older constituents and their families in their
7 regions.

8 I realize that my comments, although I
9 haven't heard the earlier comments, are probably in a
10 different vein than most of the statements today.

11 But I wish to draw attention to the most
rapidly

12 growing segment of our population in the United
13 States -- older adults. Not only must we continue
to

14 develop programs that speak particularly to the
15 situation and needs of older adults, but we also
must

16 recognize the important place of older adults as a
17 part of changing families, in the intergenerational
18 structure of the family. I will very briefly
19 describe the situation and indicate how the programs
20 we are developing with the University of Missouri
21 Outreach and Extension address these issues.

22 Missouri ranks in the top one-third of
23 states in the United States in the proportion of the
24 population that is over age 65. Analysis of changes
25 from the 1990 to the 2000 census shows, not

1 surprisingly, that the age cohort with the most
2 significant increase, and that's almost 30 percent,
3 is the 35 to 54 age group, the group that everyone
4 knows as the "Baby Boom generation."

5 The next most significant increase is
the
6 85 and over age group, with more than a 21 percent
7 increase in that ten year period.

8 Although the 65 to 84 age group in
Missouri
9 showed a much smaller increase, more in the range of
10 3 percent, this is really rather deceptive as has
11 been pointed out, by the Office of Social and
12 Economic Data Analysis at Missouri Outreach and
13 Extension. Because it averages large increases in
14 suburban and lake-recreation counties, with
decreases
15 in central city counties and many rural and smaller
16 city counties.

17 The take-home message is that the
18 oldest-old segment of our population is growing at a
19 very high rate. And that we are looking at even
20 larger increases in the older population with the
21 aging of the Baby Boom cohort, which will begin to

22 move in the 65 and over age range in 2011.

23 Nearly every segment of our society is

24 touched by these population trends. Communities are

25 affected in many ways by the age mix of their

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1 community, in terms of the economic and social
2 resources and entitlements that older adults bring
3 with them to the community. Housing options and
4 social services must respond to the changing age mix.
5 And sometimes community and state resources are
6 strained to the limit, certainly in the case of
7 Medicaid that's true.

8 Families face both opportunities and
9 challenges when sometimes there are two generations
10 experiencing retirement within the same family.

With

11 such a significant proportion of the population
12 living to age 85 and beyond, now, families are often
13 called upon to act as caregivers through a period of
14 sometimes prolonged frailty at the end of life. The
15 fact that most of us now have fewer children and

more

16 older parents, means that the burden of care is

often

17 concentrated on fewer family members. And these are
18 most typically spouses and children, adult children.

19 The PBS series, that you may have heard
20 about, Thou Shalt Honor, which will begin airing
21 tonight on public television, is indicative of the

22 much greater attention that we must pay to the
role

23 of family caregivers, professional caregivers and for
24 those for whom they care.

25 But the other family dimension that we must

1 not overlook is the role that grandparents, and even
2 great-grandparents are taking in raising their
3 grandchildren these days. The 2000 census has found
4 this to be an even more prevalent family form than
5 was previously believed, and this topic is getting a
6 lot of attention now. How do we support families
in
7 doing these jobs of caregiving, whichever way the
8 direction goes, that in doing these jobs that they
9 often do so long and so well.

10 Finally, we must draw attention to the
11 individual's experience of aging. If gerontologists
12 have learned anything over the last several decades,
13 it is that there is tremendous potential for
14 intervening in and improving the aging process -- at
15 the physical, psychological, social and spiritual
16 levels. Through research we know much more about
the
17 possibilities for maintaining and improving physical
18 functions through exercise and dietary practices.
19 In the psychological realm we understand much more
20 about the way in which memory functions and how,
in

21 many cases, it can be improved. We recognize that
22 creativity can be fostered to take new forms in
later
23 life. And in the social realm we must address
24 questions about the roles we will play as older
25 adults, how we will relate to work and retirement.

1 New roles we can play as volunteers in our
2 communities. And how we can maintain and develop
3 strong social support systems.

4 Our work within the University of Missouri
5 Outreach and Extension has addressed to many of these
6 issues and more. We have developed programs that
7 support caregivers of older adults and also
8 grandparents who are serving as parents to their
9 grandchildren.

10 One of our initiatives has been to make an
11 extensive set of resources available to older adults,
12 their families, and community professionals who are
13 working with older adults through a web site that has
14 come to be known as the Center on Aging Studies
15 Without Walls. These materials in this web site are
16 concentrated around the themes of caregiving, both to
17 the older adult and the older adult as caregiver to
18 grandchildren. And second, to successful aging. In
19 the latter we have focused on such topics as memory,
20 emotional well-being, social relationships, work and
21 retirement, leisure activities, creativity, nutrition
22 and exercise, and spirituality. In addition, we have
23 created a set of instructional modules for use by our
24 regional specialists to do programming on these

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1 As I said at the outset, nearly every
2 aspect of our society is being affected by the
3 changing age composition of the population. With
so
4 many more people living to the limits of the human
5 life span and with the coming wave of the Baby

Boom

6 cohort, we must consider how aging issues can be
7 integrated into many, if not all, of the programs
8 that are offered by USDA supported programs.

9 Thank you, very much.

10 (Exhibit 25 marked for identification.)

11 MR. SPURLING: Next up is Marsha Alexander.

12 MS. ALEXANDER: Good afternoon. My name is
13 Marsha Alexander. And I serve as a University of
14 Missouri Outreach and Extension Specialist in
15 Environmental Design. I am headquartered here in
16 Kansas City. And I cover an 11-county region in West
17 Central Missouri. And my topic is Extension Housing
18 Program Resources.

19 Our regional Extension positions in housing
20 and environmental design have been reduced
21 significantly since I first joined Extension back in
22 the 1970s. Consequently, less people are required to

23 do more work and cover larger territories. Quality
24 program resource materials are critical for our
25 programmatic success.

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1 As a regional specialist, one of the most
2 helpful program resources that I've utilized is the
3 Healthy Indoor Air for America's Home Series.

These

4 resources address critical health related issues in
5 home environments. The program specifically
focuses

6 on mold, mildew, lead, radon, carbon monoxide,
7 formaldehyde, and more. It has excellent support
8 materials that provide for many different types of
9 program delivery strategies.

10 This program represents a partnership
11 between USDA Cooperative Extension, the U.S.
12 Environmental Protection Agency and Montana State
13 University Housing Program. Program materials are
a

14 collection of resources from Housing Extension
units

15 from all over the country. Rather than each state
16 developing their own program package, we have been
17 able to utilize these resources collectively and
18 adapt them for specific use within our own states and
19 regions.

20 This program has collected some very, very

21 impressive data. Over 69,000 educators have been
22 trained nationally, utilizing these resources.
23 Locally, just in the last 12 months, I have trained
24 156 educators, utilizing the Healthy Homes resources.
25 These sessions have included local real estate

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1 professionals, housing inspectors/appraisers,
2 Missouri's Department of Health officials, day care
3 providers, Parents as Teachers, and utility
4 representatives. Statewide, my housing and
5 environmental design colleagues have reported
6 training over 450 educators, here in Missouri, in the
7 last 12 months.

8 My Extension colleagues and I have
9 appreciated the network of support that Healthy
10 Indoor Air for America's Homes has provided. They
11 have a wonderful web site that I probably utilize two
12 or three times a week. And on behalf of my Missouri
13 Extension Housing and Environmental Design
14 colleagues, I want to encourage USDA Cooperative
15 Extension to establish further comprehensive
16 educational partnerships utilizing this model. The
17 Healthy Homes series has provided unbiased,
18 research-based information that has improved the
19 lives of many here in Missouri.

20 Thank you.

21 (Exhibit 26 marked for identification.)

22 MR. SCHWAB: Thank you.

23 MR. SPURLING: Thank you. Ruth Shechter.

24 Ruth, I understand you're an activist; is that right?

MS. SHECHTER: I've been called that, yes.

1 My daughter described me once as an agitator.

2 I'm Ruth Shechter. Until 1996, I was the
3 Executive Director of the Greater Kansas City Housing
4 Information Center, established in 1970 as a
5 volunteer organization designed to address the unmet
6 housing needs of low to moderate income, primarily
7 minority families and individuals, by means of
8 comprehensive housing counseling services. In 1975,
9 HIC, commonly known as "hick," was certified and
10 funded first by the Department of Housing and
Urban
11 Development; subsequently by other state, local,
12 federal agencies and individuals from private
13 contributions. That funding continues to the
14 present.

15 There has never been a cost to the
clients
16 for the services, which includes household
17 management, financial and credit counseling,
18 landlord/tenant relations, fair housing education,
19 mortgage foreclosure prevention, reverse
mortgages,
20 homesharing, and emergency assistance.

21 I am also a founding member of Greater
22 Kansas City Fair Housing Center.

23 As a pioneer in providing comprehensive
24 housing counseling services, I understand fully
the
25 problems faced by low to moderate income and minority

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1 families in their need for adequate, affordable,
2 accessible housing on a non-discriminatory
basis.

3 Since a major report done by the U.S. Congress
in
4 1948, pointing out a serious shortage of affordable
5 housing, not enough has been accomplished to
6 alleviate this problem.

7 While financing for home ownership in the
8 past several years has made very substantial gains,
9 major deficits continue in the area of rental
10 housing. Many families have accessed home
ownership

11 through the Missouri Outreach and Extension
program,

12 and will continue to do so as that program
continues.

13 That's a very strong recommendation that the funding
14 continue.

15 Significant gains were made in rental
16 housing from 1968 through 1980, through the programs
17 available under the Housing and Community
Development

18 Act. But a drop-off in the number of units being

19 built as a result of decreasing housing
subsidy
20 programs, and the reductions in the number of
21 available public housing units reveals that
22 low-moderate income families still face the serious
23 shortages of affordable housing. This is
compounded
24 by an increase in the number of visible immigrant
25 families, who have little credit or no credit, bad

1 credit, no rental history, lower paying jobs,
2 resulting in an increase of discriminatory practices
3 and obvious reluctance of landlords to rent to
4 persons with no experience, and all the problems I
5 have outlined.

6 Also, the problem of homelessness, at its
7 peak in the mid to late 80's, has not yet been
8 solved. We know that a major percentage of homeless
9 families are working families. The devastating
10 effect of homelessness on children of school age is
11 well documented. Programs offered by the Missouri
12 Extension service are major efforts to provide the
13 services that offer serious and effective solutions
14 to the problems these families face. And I haven't
15 mentioned the problems of housing the physically
16 and
17 mentally disabled, whose needs for a variety of
18 monitored services are major.

18 In a market of increasing costs, and I
19 speak of the rental market only, in an economy that
20 is unstable, particularly for low paying jobs, the
21 services provided by the University Outreach and
22 Extension Department, whose statewide coordinator is
23 Marsha Alexander -- and forgive me, Marsha, I didn't

24 put your whole title in there -- has become
25 increasingly important. Mrs. Alexander has served as

1 President of the Board of Housing Information Center,
2 combining her housing expertise with that of the
3 counseling agency, and forming a partnership that has
4 been extremely useful to both agencies. She's also
5 served as a Board member of the Metro Energy Center,
6 enhancing her knowledge of the programs and vehicles
7 available for better and environmentally sound
8 housing, and bringing to the MEC, as well as the
9 Housing Information Center, much invaluable
10 experience and knowledge.

11 We urge that full funding for these
12 important programs be continued.

13 Thank you.

14 (Exhibit 27 marked for identification.)

15 MR. SCHWAB: Thank you.

16 MR. SPURLING: Pat Gilmore.

17 MS. GILMORE: My name is Pat Gillmore
18 Wilkins. I am the Executive Director of the Greater
19 Kansas City Housing Information Center.

20 You have listened to our founder, who I am
21 so proud of, Ruth Shechter. And I could not walk in
22 her shoes. And I just want to say that I love her to
23 death. I also respect Marsha Alexander, who has been
24 Board President of our agency. And her commitment to

our agency and to the housing issues that have been

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1 ongoing as Ruth has talked about.

2 But basically, what I want to say to you is
3 that I hope that you will continue to support this
4 Extension that we have developed with the Extension.
5 And also to the families that we work with, you've
6 heard from all the different stories that have been
7 told, concerning the need. We all know what the need
8 is. We just need to know that this service will
9 continue, because the clientele that we deal with,
10 without it they are desperately in crisis. They
11 don't see any hope.

12 Some of them are in such crisis that they
13 don't have time to think about education and what is
14 going on -- lead base in their housing. But through
15 our expertise and the training that we've received
16 through the Extension, we can make them aware,
17 because they're so overwhelmed that they need to have
18 -- sometimes it's one-on-one, which is what we do.
19 As housing counselors, we know how to reach out and
20 how to reach into the community.

21 Sometimes we go into the houses where there
22 are elderly people that are basically living from day
23 to day, off of Meals on Wheels. They can't pay their
24 mortgages. And they are desperately in need just to

pay their gas bill or light bill or they just need to

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1 conserve enough energy which would take off some of
2 the stress of the high utility bills. And just the
3 fact that someone has taken the time to let them
know

4 that there is some help out there, this has done a
5 tremendous job of reaching the community.

6 We also, I hope that you would take into
7 consideration that we are also an agency that have
8 expanded in the metropolitan area, but we also
have

9 expanded to the rural area where we do see the
need

10 has increased and we are getting calls from there,
11 where people are being in foreclosure of losing
their

12 homes. And a lot of times, just having to know that
13 somebody is out there to kind of give them
14 information. This is something that has been
15 overlooked, but we, as an agency, we try to do
16 Outreach in that area. And this has been because of
17 the Extension that we have through the Extension.

18 And I hope that you will continue to
19 support it, I hope that you see the need for, which
I

20 know you do. And I thank you for that.

21 Thank you.

22 MR. SCHWAB: Thank you.

23 MR. SPURLING: Thank you.

24 Susan McDonnell from Iowa State.

25 MS. McDONNELL: Thank you. I'm Susan

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1 McDonnell and I work with families in Northern Iowa
2 as an Extension Family Resource Management
3 Specialist. I work for Iowa University Extension.

4 And I'm going to shift gears and I'd
like

5 to talk about Building Successful Partnerships to
6 Reach Teens with Financial Management Education.

7 American teens spent over \$155 billion
last

8 year. And it's really imperative that they learn
9 sound financial habits that will let them

control

10 their money before it begins to control them.

11 The NEFE High School Financial
Planning

12 Program is really a prime example of Cooperative
13 Extension partnering with others to reach teens

with

14 a proven money management curriculum. High School
15 Financial Planning is a six unit course. It
16 acquaints students with the basics of financial
17 planning concepts. And it illustrates how these
18 concepts really apply to their everyday lives.

It's

19 available at no costs to schools and other
20 organizations. It's education pure and simple. It
21 has no products to sell. And the evaluation shows
22 that High School Financial Planning curriculum does
23 build financial skills, and also confidence in teens.

24 In Iowa, there's been a really good
25 collaboration between the National Endowment for

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1 Financial Education, Iowa State University Extension,
2 and the Iowa Credit Union League. We've dramatically
3 increased the number of Iowa students who participate
4 in this curriculum.

5 Four years ago, Iowa State Extension was
6 the sole partner with NEFE in offering High School
7 Financial Planning in Iowa. We reached 5600
students

8 in 132 schools. And that represents about a third
of
9 the schools in Iowa.

10 Then NEFE signed an agreement with the
11 National Credit Union Association. And as part of
12 this agreement, the Iowa Credit Union League
really

13 came on board to work with ISU Extension staff to
14 market the High School Financial Planning curriculum
15 to Iowa schools. The network of Extension staff and
16 credit unions across Iowa has really been a
wonderful

17 partnership.

18 This year we have over 10,300 students in
19 242 schools who have benefited from the High School

20 Financial Planning curriculum. So that's just over
21 60 percent of the schools in Iowa utilizing the
22 course. So we've nearly doubled the number of
23 students, as well as the number of schools offering
24 this personal finance course.
25 Two years ago we had an opportunity for

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1 another partnership. And that is to improve the
2 mission of financial literacy of Iowa youth. Iowa
3 Extension was a founding partner of the Iowa
4 Jump\$tart Coalition. Today, we have 19 public and
5 private organizations who are working together to
6 increase financial literacy in Iowa.

7 In addition to Iowa State Extension and
the
8 Credit Union League, our other partners include; the
9 Iowa Attorney General; the Iowa Securities Bureau;
10 the Iowa Division of Banking; Credit Bureau
11 Enterprises; Consumer Credit; TransUnion; the
Federal
12 Reserve Bank of Chicago; Fannie Mae; the Community
13 Lending Partnership; the Iowa Banker's
Association;
14 College Planning Center; the Iowa Home Ownership
15 Project; and the University of Northern Iowa
Center
16 for Economic Education.

17 Now, in August of 2001, we were kind of
a
18 fledgling organization. And we offered a one-day
19 personal finance workshop for Iowa educators, and

the

20 57 educators who joined us. Our conference was so
21 well received, that we decided to plan a two-day
22 conference for August of this year. Over \$15,000 in
23 cash and in-kind contributions supported the
24 conference. Ninety educators attended. And nearly
25 40 took advantage of a graduate credit offered with

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1 this course. And I might mention that the Iowa
2 Credit Union League funded scholarships for all of
3 the teachers who took that course. Iowa Governor,
4 Tom Vilsack was there, and he thanked educators for
5 teaching about personal finance. Telling them that
6 "It's something that we really all need."

7 Iowa State University Extension has
really
8 been a leader working with Jump\$tart partners to
9 bring the 2002 Jump\$tart Financial Literacy survey
to
10 Iowa, which is another thing that we've worked on.
11 Through partner efforts, Iowa led the nation with
22
12 high schools and 515 students participating in the
13 financial literacy survey. And the good news is
that
14 Iowa students scored 57 percent, which is better
than
15 the national average of 52 percent. But the bad
news
16 is, of course, that we really need to continue to
17 work on financial literacy.

18 Iowa State University Extension is working
19 to build both public and private partnerships to
20 reach young people with financial education.

The

21 partnerships have increased public awareness of
22 Families Extension education in Iowa. They've built
23 bridges and opened doors for ISU Extension to help
24 Iowans become their best.

25 As a result of this, I would have

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1 recommendations on behalf of my Iowa colleagues, and
2 that is for our federal partners: First, to
continue

3 Formula Funds, so that states can continue to have
4 staff available and in place to take advantage of
5 these opportunities.

6 And second, I'd encourage our national
7 program leaders to continue making those
connections

8 at the federal level. What it does then is to help
9 states build those connections at both the state
and
10 the county levels.

11 Thank you, very much.

12 (Exhibit 28 marked for identification.)

13 MR. SPURLING: Thank you.

14 MR. SCHWAB: Thank you.

15 Next we have Dr. Carol Kellett, with the
16 Kansas State University.

17 MS. KELLETT: It's one of the first
times

18 I've had to turn the mike up instead of down.

19 Thank you very much for being here in
20 Kansas City and for spending your day listening to

21 our ideas and thoughts about CSREES and USDA
22 programs.

23 I currently serve as Dean of the College
24 of

24 Human Ecology at Kansas State University. But I'm
25 here today in another role, and that is as Chair of

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1 the Board on Human Sciences, an affiliate group of
2 the National Association of State Universities and
3 Land Grant Colleges.

4 It's ironic, because I started my day
with
5 the sun rising behind the capitol dome. We were in
6 Washington, D.C. yesterday to meet as leaders of
the
7 Board on Human Sciences in regard to our federal
8 relations. So I did a little editing on the plane
9 coming back this morning.

10 I've titled my presentation, Priorities
and

11 Partnerships. And would like to look more
generally

12 at USDA and CSREES programs and the partnerships
that

13 I believe are possible to achieve our common goals.

14 As I've listened today, I offer three
15 thoughts that seem to be a theme. One is: Today's
16 family and community issues are very complex, not
17 easily solved, and require a team to prepare the
best
18 approach.

19 The second is: We really need to
20 rededicate ourselves to impact analysis and outcome
21 assessments, so that we have both qualitative and
22 quantitative data about the effectiveness of our
23 programs.

24 The Federal Relations Committee of the
25 Board on Human Sciences met yesterday and evaluated

1 progress toward our goals and planned future
2 directions. As you know, we appreciate our long-term
3 and important relationship with CSREES, both in
4 Formula Funds and in grants.

5 At the present time, the Board on Human
6 Sciences has two grants. One to begin a benchmarking
7 process so that we can come to understand better the
8 strengths of the programs in Human Sciences or

Family

9 and Consumer Sciences around the nation.

10 The other is a grant to support faculty
11 development. Because there's nothing more important
12 toward the future of these programs than having
13 well-prepared, highly qualified faculty at our
14 nation's colleges and universities.

15 With recent appointment of Van Scoyoc

and

16 Associates as advisors, we have reached out and
17 established a new partnership with the National
18 Science Foundation. They have funded the Children's
19 Research Initiative, a \$5 million lined item within
20 the NSF Social and Behavior Sciences budget. And our
21 first major legislative initiative outside of our
22 partnership with USDA. We look at this as expanding

23 our programs and creating not only interdisciplinary
24 partnerships, but also interagency partnerships
25 within the federal government.

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1 Yesterday in our meeting we began to
2 explore other partnerships, most like with Health and
3 Human Services, and possibly with the Department of
4 Education. And we have determined that our work with
5 the agencies is just as important as our work in
6 communication with legislators and their staff.

7 At this time we're really committed to
8 establishing and sustaining our own
institutional

9 partnerships that you've heard about today. But
also
10 to working with multiple federal and state agencies.

11 In terms of content, the Board on Human
12 Sciences' prioritites currently focus on
13 comprehensive research regarding child growth and
14 development, to inform parenting and early childhood
15 education, outreach, and practices. We are
16 advocating for legislation and appropriations to
17 support nutrition behavior research that would
be

18 very relevant to EFNEP, FNP and some of the
other

19 programs. And also to increase federal
20 appropriations in different agencies, including USDA,

21 to deal with the issues related to child and
22 adolescent obesity.

23 We have knowledge that some units have a
24 significant role in research and Extension programs
25 that also address food production and consumption and

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1 food safety as prior to programs, especially given
2 the priorities for homeland security right now.
3 And, of course, we can't ignore our important
4 partnerships with 4-H programs and youth development.

5 Those aren't all of the priority areas that
6 we've heard about today. But they are essential and
7 the Board on Human Sciences has chosen to focus
on

8 critical needs where there are gaps, rather than
9 trying to cover the breadth of the subject
matter

10 content in our field.

11 As we pursue these new partnerships
and

12 priorities, USDA and CSREES as core programs are
13 vitally important to the future. The Food and
14 Nutrition Program, Challenge Grants, National Needs
15 Fellowships, EFNEP, the National Research
Initiative,

16 the Children, Youth and Families at Risk program and
17 others assure that people in our nation have the
18 programs and services that will improve the quality
19 of life for individuals, families and communities.

20 Now, if I can turn my attention just

21 briefly to Kansas State University. Each of our
22 institutions represented here today and around
the
23 country have the unique capacity and strength related
24 to priorities. At K-State we're being recognized for
25 our interdisciplinary and interinstitutional programs

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1 that bring together research, extension and outreach.

2 One example is research by Jane Garcia and

3 Edgar Chambers, combining gerontology,

communication

4 sciences, and sensory analysis and human nutrition.

5 Together they study dysphasia -- a swallowing

6 disorder that often results from stroke. And

worked

7 to improve speech, but also to provide nutritious

and

8 appealing food for those people who have the

9 swallowing disorders that follow stroke.

10 So I think you've heard a program

delivered

11 today that interdisciplinary and interinstitutional,

12 and adding that research component, so that those

13 programs can then serve extension programs or

14 educational programs is very, very valuable.

15 On behalf of the Board on Human Sciences

16 and its 73 member institutions, I thank you for

17 providing a national leadership for our programs

and

18 working with us to focus on our priorities and

build

19 our partnerships that assure a better future.

20 Thank you.

21 (Exhibit 29 marked for identification.)

22 MR. SPURLING: Thank you.

23 MR. SCHWAB: Thank you.

24 Dr. Virginia Moxley from Kansas State
25 University.

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1 MS. MOXLEY: I'm Virginia Moxley from
2 Kansas State University. And I'm the Associate Dean
3 for Academic Affairs there. My remarks will take a
4 little different approach than some of the others.

I

5 wanted to mention three USDA programs that have
great
6 meaning for those of us in higher ed, and comment on
7 those briefly.

8 The first is the Food and Agricultural
9 Education Information System. You may be familiar
10 with this system that we call FAEIS. It's a data
11 management system that lets us track enrollment in
12 the Food and Agricultural Sciences, lets us track
13 faculty salaries, get customized data reports, and
14 keep up year to year with our competition. So

that

15 we know where we are, what our minority enrollment
16 are, what our graduation rates look like. It has
17 been extremely valuable information.

18 Last summer I joined a group of colleagues
19 from across the country in an advising session at
20 USDA, to talk about the future of FAEIS. It was a
21 fabulous session. At that time there were

22 recommendations for simplifying the data gathering,
23 for improving the reporting, and for increasing the
24 utility of the data. And believe me, it was already
25 a good system.

253

1 It is the one data collection system that
2 lets us have current information. As you probably
3 know, the IPED system takes about three years to
get
4 the data out. And by then it's benchmarking value
5 has deteriorated. So I would urge you to continue
6 supporting that initiative.

7 A second one is the Higher Education
8 Multicultural Scholars Program. USDA issues an
RSP
9 in this program every other year. And the total
10 awards are about a million dollars a year in this
11 program. The intent is fabulous.

12 We clearly do need to move more minority
13 professionals into work in the Agricultural and
Human
14 Sciences. I am struck though, each time I see the
15 RSP, by the fact that out there in the world I
live
16 in, it just doesn't seem very workable. It seems
17 like a program that costs a lot for a value that's a
18 bit uncertain.

19 For instance, to use these scholarships,
we

20 have to award them to students new to the field.
21 Which in and of itself isn't bad, except that when
22 you look at what undergraduate students are
23 experiencing at that developmental stage of their
24 life. Many of them are changing their ideas about
25 what they should become several times. Sometimes

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1 several times a year. And because of that investing
2 in the front end of the student's experience, when
3 you're doing it within a specific discipline

makes

4 far less sense than investing in the
junior/senior

5 level, where they tend to be really sure about their
6 professional commitment and where the same amount of
7 money -- or even half as much money invested could
8 garner, I think, better results.

9 So the message is: The intent of the
10 program is magnificent. I would love to be a part
of

11 this program and find ways to better support our
12 minority students. I just think that program needs
13 some reworking.

14 The final one I want to comment on is the
15 Higher Education Challenge Grants Program. I was
the

16 recipient of one of these awards five years ago.

And

17 I must say: To this day, the work we did on that
18 innovative project, it was a team of us at K-State
19 that did a Team's Technology and Community At

Grant.

20 And to this day, that has impacted the way all of
us

21 who participated on that faculty team think. It
22 shaped some careers of students. It's a powerful
23 thing.

24 Now I work in a ten-university alliance
25 that is developing and delivering master's level

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1 programs. And a place where we really need
2 innovation today is at the master's professional
3 development level. And although the Higher Ed
4 Challenge Grant authorization says that it is
5 committed to "produce baccalaureate or higher
degree
6 level graduates." When one reads further into the
7 guidelines -- and I do know this is because of
8 funding limitations, so I would like to expand
9 funding available to this program as well, it reads
10 that it is to "strengthen undergraduate teaching
11 programs."

12 I would urge you to expand that focus to
13 include graduate, as well as undergraduate
programs.

14 And again, we are appreciative for these
15 programs. These are some things that I'd like to
16 suggest as ways that might make them
better.

17 Thank you very much for
listening.

18 (Exhibit 30 marked for identification.)

19 MR. SPURLING: Thank you. That's what
20 we're here for. Thank you.

21 MR. SCHWAB: Thank you, very much.

22 Dr. Barbara Knous from Kansas State.

We

23 have the Kansas State team here.

24 MS. KNOUS: Hello, I'm Barbara Lohse Knous.

25 And I am with K-State Extension and Research at

21 adults is of paramount importance because this
age
22 group has significant nutrient and calorie needs.
23 They are establishing eating patterns that will carry
24 forward for the rest of their lives. They serve as
25 role models for young children. And they will

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1 ultimately shape the health of the next generation,
2 both physically and behaviorally. Unfortunately,
3 emerging adults consume inadequate amounts of fruits
4 and vegetables.

5 In a recent study that we completed of 390
6 18 to 24 year olds in Kansas and collaborators with
7 Iowa, we found that over a third, 135 were
consuming

8 less than one and a half servings of vegetables a
9 day. And ketchup and French fries were counted
as
10 vegetables. Another one-third consumed one and a
11 half to 2.9 daily vegetable servings, and only 32
12 percent, or 124 consumed the recommended three or
13 more servings a day.

14 Now, emerging adults are a difficult group
15 to target. They change residences and phone numbers
16 very frequently. They are unmotivated by the
promise

17 of improved health 40 or 50 years down the road, and
18 they were economically challenged. Capturing the
19 attention and following the response from this group
20 requires a concerted coordinated effort by

21 researchers in multiple states. In addition,
22 education involving only information transfer must
23 yield to theory-based research to produce an impact.

24 Now, one theory that has shown to be
25 related to fruit and vegetable intake is the Stages

1 of Change Transtheoretical model. And this is where
2 learner behavioral responses to education are based
3 upon their stage for changing a particular behavior.

4 Now, in the aforementioned Kansas and Iowa
5 study, 42 percent of the emerging adults reported
6 that they gave little to no thought of their fruit
or
7 vegetable intact; 29 percent thought about making
8 some plans to increase their fruit and vegetable
9 intake; and only 29 percent actually gave
10 considerable thought or consumed enough fruit and
11 vegetables.

12 Now, educational materials that are
13 targeted to persons wanting ideas to help increase
14 their intake, would actually be lost on persons
who

15 hadn't even given vegetable intake a thought.
16 Concurrently, ten states, including Kansas, are
17 working on a four-year, \$2 million project

funded

18 NRI, IFAFS, and the Hatch and Smith-Lever Acts. This
19 project includes researchers and community educators
20 from Extension, who will use a theoretical approach

21 based on Stages of Change, track participant
22 responses, and compare them with a control group to
23 determine if specific messages based on individuals'
24 beliefs can lead to better fruit and vegetable eating
25 habits. This project, which targets mostly low

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1 income audiences, was not able to be fully extended
2 to young adults because of NRI funding limitations.
3 In fact, researchers in eight of the ten states,
4 including Kansas, are contributing to the NRI
funded

5 project, without any real NRI dollars. They are
6 relying on the other funding sources to stretch
7 enough, so that contributions can be made for the
NRI
8 objectives.

9 Federally funded nutrition education
10 research would be well served by examining
additional

11 theories of healthy behavior such as social
cognitive

12 theory, theory of planned behavior and ecological
13 models. In the search for explanations about
14 inadequate fruit and vegetable consumption in this
15 population, lack of skills related to food
selection,

16 preparation and consumption, emerges as an important
17 consideration. How can a person increase their
18 intake of artichokes if they can't even recognize it

19 or have any idea how to prepare it?

20 I just like to summarize then by saying

21 that to increase fruit and vegetable intake in

22 emerging adults, theory-driven,

collaborative

23 research with community-based skill building

24 education is truly the key. And I encourage you to

25 support that type of funding.

260

1 (Exhibit 31 marked for identification.)

2 MR. SPURLING: Thank you.

3 MR. SCHWAB: Thank you.

4 Dr. Chuck Smith from Family Studies and
5 Human Services, Kansas State University.

6 MR. SPURLING: One of the many men we've
7 had today.

8 (Laughter.)

9 MR. SMITH: Good afternoon, committee
10 members of the USDA-CSREES Listening Session, ladies
11 and gentlemen. My name is Charles A. Smith. I'm a
12 Professor and Extension Specialist in Human
13 Development at Kansas State University, in Manhattan,
14 Kansas.

15 Following retirement of Ron Daly, I served
16 for two years as Interim National Program Leader in
17 Human Development at CSREES, a position now filled by
18 Anna May Colby. The topic for my presentation is
19 Community Moral as an Element to Homeland Security.

20 The horrible events of September 11th,
21 2001, and it's aftermath have sent tremors throughout
22 the United States that continue to this day,
23 undermining the sense of well-being of our citizens.
24 Recent events in Maryland, involving what appears to

be the random murder of others by sniper fire, has

1 sent additional shock waves of alarm throughout our
2 nation. The Times/CNN poll found that eight months
3 after the World Trade Center tragedy, nearly
4 two-thirds of Americans think about the terror
5 attacks at least several times a week. The June 10
6 issue of Time Magazine's cover featured

Understanding

7 Anxiety. Now more than ever we are worrying
8 ourselves sick.

9 During the terrible outbreak of Hoof and
10 Mouth Disease in Britain, I worked with religious
11 leaders in the British Consulate to distribute more
12 than one-thousand letters of support from Kansans of
13 all ages, to their isolated and grieving
counterparts

14 in England. Hoof and Mouth has more than destroyed
15 an economy. It causes a man's heartbreak and
16 widespread fear.

17 We know that fear in the face of any great
18 danger can disrupt thinking and trigger panic, and
19 then rage. Unchecked fear has widespread effects.
20 Fear among our citizens causes the stock market to
21 decline, parents to keep their children home from

22 school, and some of our citizens to vent their
rage

23 against others.

24 The United States government, under
25 leadership of President Bush, is now undergoing some

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1 reorganization to create a new federal agency devoted
2 to homeland security. I am here to urge USDA-CSREES
3 to expand it's contribution to the work of

this

4 agency, to include a focus on the emotional
and

5 psychological response of children and adults to all
6 forms of terrorism.

7 CSREES, with it's network of youth and
8 family specialists and Land Grant universities
9 throughout the United States, is in a unique
10 possession to prevent terrorists from achieving
their

11 ultimate goal, to manipulate our fear and undermine
12 our democracy. We can provide leadership in a
13 national campaign to strengthen the capacity of our
14 citizens to understand and manage fear, and respond
15 courageously to adversity.

16 The incredible acts of courage by so many
17 on September 11th have taught us a great deal about
18 heroism. A young stranger, wearing a red bandana
19 emerged out of the clouds dust and debris to

guide

20 several trapped office workers to safety from the

21 75th floor of the World Trade Center. Welles
22 Crowther, a volunteer firefighter, whose picture was
23 identified by those he saved, perished trying to
help
24 others. Father Michael Judge, a 68-year-old fire
25 department chaplain, was killed by falling debris

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1 while giving last rites to a firefighter. And two
2 men, Michael Ben Fontaye, 36, and John Saquer,
22,
3 brought a woman in a wheelchair down 68 floors to
4 safety. Passengers on, United Flight 93, drew from
5 the bedrock of strength deep within their heart,
took
6 fate into their own hands, and rose to resist their
7 hijackers. Many of these stories will never be
told,
8 because those who could bear witness to them
perished
9 in the collapse.

10 In my research, I have special interest in
11 the heroic behavior of young people. Three weeks
12 before September 11th, on August 18th, 2001, an
13 alligator attacked Edna Wilks as she and a group
of
14 other 14-year-olds floated on Boogie boards in an
15 Orlando, Florida, canal. As her horrified friends
16 frantically paddled to shore, the alligator pulled
17 Edna under the water. When she managed to
surface,
18 Edna discovered that all of her friends had fled,

19 except Amanda Valance, 14-year-old Amanda Valance.

20 Amanda then managed to bring her friend to shore

as

21 emergency vehicles arrived.

22 The lessons and courage purchased by the

23 blood and sweat of our real, everyday heroes,

should

24 be taught to all the young people of our country.

25 Why do some people, even young people, stand up to

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1 Kerri Parsons?

2 MR. SCHWAB: It's not on the list, but --

3 AUDIENCE MEMBER: It's there.

4 MR. SCHWAB: Oh, is she?

5 MR. SPURLING: Where did we miss her?

6 AUDIENCE MEMBER: 3:20.

7 MR. SCHWAB: Okay.

8 MR. SPURLING: How did we do that? Okay.

9 I do have to tell everybody, they told us we have to
10 be out of the room by 3:30. So.

11 MR. SCHWAB: That's okay.

12 MR. SPURLING: But we'll just keep going
13 until they force us out.

14 MR. SCHWAB: Sorry, Kerri. I checked your
15 name off.

16 MS. PARSONS: I'm Dr. Kerri Parsons and
I'm

17 from Kansas State University. And I'm the Aging
18 Specialist there for Research and Extension.

19 I want to thank you for the opportunity to
20 let us speak today. It's very important to not just
21 the group I work with, but to many of us across the
22 United States. I'm going to speak about Extension
23 Research and a Collaborative Effort in Gerontology.

24
25

As a land grant university, Kansas State
University Research and Extension has the distinct

1 privilege and opportunity of designing and
2 implementing educational programs to aid and assist
3 Kansans in various walks of life. Various factors go
4 into the successful implementation of one of these
5 programs; for example, need assessment, design,
6 research, marketing, distribution. The continual
7 success of a program depends upon the
8 interconnectedness and the networking that exists
9 among federal, state, local and private
10 organizations.

11 Currently, my staff and I are implementing
12 a program known as Tenderhearts, that we believe
13 meets all the criteria of a successful educational
14 program for the elderly and their informal
caregiver.

15 This program equips Kansans with the basic tools of
16 becoming an informed caregiver. Caregivers receive
17 information tailored specifically to the community
18 where they reside; for example, resident care.

The

19 information service as a tool to not only educate
20 caregivers, but also educate various members of
the
21 community; for example, the medical staff,

business

22 owners, families, neighbors. Over time, the
23 caregiver gains recognition, respect and
24 understanding through the community for the role they
25 are serving.

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1 Dispersal of the Tenderhearts information
2 will cover a five-year period and be distributed
in
3 various formats; care packages, caregiver
journals,
4 resource guides, websites, training sessions, and
5 peer-review journals. Dispersal of the
information

6 will be dependent upon the networking and
7 interconnectedness of various organizations. For
8 example, the caregiver packages will be
disbursed

9 through the medical communities, county

Extension

10 agents, and various caregiving organizations.

11 A program such as Tenderhearts would not
be

12 possible if not for such institutes K-State research
13 and Extension. K-State has a long standing
14 reputation of disseminating information to Kansans
15 that can be trusted and respected. The
information

16 compiled in the Tenderhearts project exists as a

17 result of the combined effort of such
organizations

18 as Kansas Department of Aging, Area Agencies on
19 Aging, AARP, Alzheimer's Association, Parkinson's
20 Association, and the list goes on.

21 It is estimated that by the year 2010, the
22 United States will be home to 40 million people over
23 the age of 65. Currently, 25 million people are
24 considered to be caregivers for the elderly. Kansas
25 Area Agencies on Aging reported that 80 percent of

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1 the caregiver's services are in-home. The free
2 services provided by the caregiver are estimated at
3 \$196 billion annually. In 1997, only \$83 billion was
4 spent on nursing home care. Businesses are losing
5 approximately \$11-29 billion annually due to the
6 demands put on a caregiver.

7 These are not figures we can ignore. The
8 elderly are here and they need our assistance, care,
9 and dedication to ensure their future. Programs
like
10 the ones currently designed through Research and
11 Extension at Kansas State University are a vital
part
12 of helping our elderly and those who care for them
13 now and in the future.

14 And one final comment that I would like to
15 add is: The programs that we design today to take
16 care of our elderly are also our future and how
we're
17 taken care of.

18 Thank you.

19 (Exhibit 32 marked for identification.)

20 MR. SPURLING: Thank you.

21 MR. SCHWAB: Thank you. And now Paula

22 Peters from Kansas State. We expect a really big
23 wrap-up.

24 MS. PETERS: Hi, I'm Paula Peters. I'm
25 Assistant Director for Kansas State University

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1 Extension Programs and Family and Consumer Sciences.

2 And my background is human nutrition, so I'm
speaking

3 with a couple of different hats today. I'm also on

4 the Joint Committee ECOP and Board on Human
Sciences,

5 which is looking at increasing funding for the EFNEP

6 program. So I'm speaking about that today, which is

7 not what your agenda says, but that is what I'm
going

8 to talk about.

9 And the title of my presentation today, my
10 testimony today, is Reaching Low Income Families
with

11 Food and nutrition Education through the EFNEP

12 program. My comments today are the preliminary

13 comments from this committee. I'm not here

14 representing the committee, but the comments are a

15 result of what our research has found to this
point.

16 Poor health disproportionately affects
low

17 income and minority populations in the United
States.

18 Recent studies have found the anomaly that people
who
19 are the most food insecure -- for example, are
20 missing meals because they don't have enough money
to
21 purchase food or are worried about running out of
22 food -- are at greater risk for poor health and
23 obesity than those who are food secure.

24 Obesity is not just a matter of personal
25 health. It's a costly and deadly public health

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1 concern that affects economic productivity, state
2 budgets, and personal and family well-being.
3 Minority groups and those with less education and
4 lower income are much more likely to be overweight
5 and obese. For some children, too many calories

or

6 the wrong mix of nutrients puts them at a risk of
7 obesity and other health problems. And I will
8 provide you with written testimony about obesity
9 epidemic and what Extension could do about

obesity.

10 Additionally, children have a relatively
11 higher risk of food-born illnesses than other age
12 groups, because their immune systems are not fully
13 developed. And a child's lower weight means that it
14 takes smaller amounts of pathogens to make a child
15 sick. An Economic Research Service USDA study found
16 that parents with greater knowledge about and
17 interest in nutrition are less likely to have
18 overweight children.

19 Some of the positive outcomes of the EFNEP
20 program are well documented. But they include
21 reaching the most vulnerable low income and minority
22 populations. In 2001, EFNEP reached 33 percent

23 Hispanics; 30 percent African Americans; and 2
24 percent Native Americans. EFNEP is proven effective
25 in increasing the dietary intake levels of six key

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1 nutrients that are often limited in the diets of low
2 income audiences. They include protein, iron,
3 calcium, vitamins A, C and B6. And
increased
4 servings of whole grain, while decreasing
the
5 consumption of fats and sodium.

6 Also participating in EFNEP, almost half
of
7 the clientele reported increased physical activity.
8 Increased physical activity is recommended by the
9 National Academy of Sciences in the latest report,
10 called Dietary Reference Intakes.

11 In addition to nutrition and food prep,
12 food safety practices are significantly improved.
13 And of course, you've heard already today about
the

14 cost benefit studies that have been done with the
15 EFNEP program where we have for every dollar
spent,

16 anywhere from \$10.75 to \$8.82, I believe, were
17 reported in savings for the long-term health of
our
18 clients.

19 Some of the goals that the committee,
the
20 Joint Committee, would like to promote are: One, to
21 reach 25 percent of those living in poverty, with the
22 EFNEP program; to enhance their nutritional
23 well-being. EFNEP reaches low income youth and
24 families now in only 800 of the 3,150 counties in the
25 country. EFNEP reaches a very low percentage of

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1 eligible, low-income families in the United States.
2 The latest data from FY01 indicates that EFNEP served
3 only 0.4 percent of the eligible adult population.

4 And also, current funding precludes the 17
5 Historically Black colleges and universities, and
the
6 31 tribal colleges that are currently in the United
7 States.

8 The second goal is to enhance the linkages
9 of research with practice. Nutrition is a priority
10 research agenda for USDA. And EFNEP provides a
11 wonderful opportunity within the land grant system
12 for a larger, more coordinated effort, which takes
13 advantage of the research, education, and Extension
14 missions, to address complex multidimensional
15 national problems, like obesity, diet and fitness.

16 In conclusion, providing increased
funding

17 to the EFNEP program will allow for an increased
18 number of low incomes and minority families with
19 children to acquire the knowledge, skills, attitudes
20 and change behavior necessary for nutritionally sound
21 diet and improvement in physical activity and

22 well-being.

23 And thanks for listening.

24 MR. SPURLING: Thank you, very much.

25 MR. SCHWAB: Thank you. Thank you all for

1 making the trip from Manhattan.

2 MS. PETERS: There were a lot of us,
3 weren't there.

4 MR. SCHWAB: Yeah.

5 MR. SPURLING: Is anyone wishing to speak
6 that hasn't spoken? Do we have somebody? Go ahead.

7 MS. SHELTON: Thank you for taking the
8 extra time in letting me speak.

9 First of all, I'd like to say we would love
10 to have EFNEP in my county. My name is Janice
11 Shelton. I'm from Arizona. And we, up until 1983
12 had 14 counties. And then a new county was
13 established and I happen to be in that county, it's
14 La Paz County. We're along the Colorado River, on
15 the west side of the state. We are fairly good size,
16 but we are not large in population. We have a lot of
17 little pockets. Demographically, we've got about 20
18 percent Native American, about 20 to 25 percent
19 Hispanic and most of the others are Anglo. And we do
20 not have babies in my county, which a lot of people
21 find very interesting.

22 We have one hospital. And that hospital
23 does not deliver babies. So all babies are born out

24 of state -- not out of state, but out of county. Few
25 of them out of state because of our location. But

1 those -- that's a real issue. And unfortunately, we
2 are the only -- the only hospital in the area is in
3 Parker. And we may close if we don't pass a tax
4 coming up in the next election, which is very sad.

5 We also have a brand new \$26 million
6 facility on -- that the Native Americans have
access

7 to, but none of the rest of us. So those are some
8 real issues.

9 Affordable housing is an issue for us.
10 Which means Extension has a real important spot in
11 our county. We need to have access to teaching
12 people how to remain healthy, because of our limited
13 access to health care. We need to be able to figure
14 out how to get affordable housing.

15 And it's wonderful to live in a very rural
16 area, which we are, because we have nice air. And
we

17 don't have big traffic jams. We do have a lot of
18 winter visitors, so the winter gets a little bit
busy

19 on the roads. But we also don't have a lot of
20 services. And Extension is the one that fills a lot

21 of those services. Our health department does not
22 provide nutrition education. The majority of it
23 comes out of our office.

24 And thanks, this last year we were able to
25 receive some Food Stamp Nutrition Education money.

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1 So we are able to get into the schools and work with
2 some of our food banks and different things with
the

3 Nutrition Education. And about 70 percent of our
4 youth do qualify for reduced and free lunches.

So

5 the economics in our county are also limited.

6 Which mostly we are agriculture and
7 tourism. Because of our location on the river, we
8 have a lot of tourists who like to come to the
river.

9 But that also brings a few other things, such as
10 drugs. Our youth have a lot of problems with
that.

11 We have lots of meth labs around, so that
education

12 is also very important. So those are some of the
13 concerns.

14 Rural communities have some real issues
15 that sometimes, I think, when you live in a big
16 metropolitan area, you just can't quite fathom how
17 limited some of our resources are. And yet living
in

18 a rural area, we sometimes feel that our legislators
19 are so far removed, that they don't understand us
20 either. So I think we need to be working to improve
21 that communication.

22 And realistically, what some of the true
23 needs are versus what some of the perceived needs
24 are. I will say that Extension also has done -- and
25 I may speak a little bit from a community-person hat

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1 versus my hat with Extension, because I am an
2 Extension educator. I'm a county director.

3 But I also am in the general list. I would
4 like to retire. We have no one to fill that position
5 if I retire. That very much concerns me, because we
6 are the Nutrition Education. What's going to happen
7 with that? Also we do the personal finance
8 education. Who is going to fill that? We don't
have

9 financial planners. Yes, we have our few banks in
10 the area. Although some of our banks, it's just the
11 teller at the grocery store. So that's very
limiting

12 also.

13 One very positive thing that I would like
14 to say is in the area of youth development. Again,
15 4-H, we do have 4-H. And that has been a very
16 positive thing in our county. And our 4-H program
17 has been able to collaborate, and actually started
a

18 youth center. And that happened about seven years
19 ago. And we opened, took some youth to a
conference,

20 came back. They challenged the adults to say, "How

21 can we do this?" And they opened a youth center
22 within six months. And it's now celebrating
it's
23 seven anniversary. And the allowance of adults
24 working with that group, which Extension is very much
25 a part of, have just brought in funding for parenting

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1 programs and for volunteering workforce prep program.

2 So Extension is vitally needed in those
3 rural communities. And that network that we have
4 across the nation is vital to areas with very few
5 resources. So please, please, continue to

provide

6 those funds and find more.

7 Thank you.

8 MR. SPURLING: Thank you.

9 MR. SCHWAB: Thank you. We had one
more

10 person that wanted to speak.

11 MS. BLACKBURN: I'm Dr. Mary L. Blackburn.
12 I'm with the University of California Cooperative
13 Extension. And my county is Alameda County.

14 I want you to know I sat here all day
cold.

15 MR. SPURLING: You were cold?

16 MS. BLACKBURN: Yes.

17 And listened to -- I missed only a few.

18 And I just like to indicate how much I appreciated.

19 I learned so much in this one session. Because in

a

20 matter of a few minutes, people from all over were

21 able to talk about the things that mattered to
them.

22 The things that were so important to them. And I
23 didn't have to go to eight and nine and ten
24 workshops. So this listening session is a very
25 important learning and networking, as it were. I

1 took down their names and their universities, even if
2 I didn't spell the name right. So I must have six to
3 seven of them already, even before I get your
4 proceedings.

5 I did not prepare a statement, because I
6 really just heard about this after I got here. But I
7 thought it was so important. And as I listened, I am
8 really appreciative that you allowed me to make these
9 few comments.

10 Because there seemed to have been some
11 central themes, as we sat and listened and had this
12 conversation together, is that the programs that USDA
13 funds are some of them most important programs out
14 there, that benefits the lives particularly of At
15 Risk families. You will find they're the only ones
16 that have been there for a while.

17 The EFNEP program keeps coming up. It's
18 been there since -- in my county since 1968. We were
19 one of the pilot counties when it first got started,
20 And the FSNEP program that just came around about '94
21 or '95.

22 Now, the demands for services are so great
23 that we -- and I'm an advisor and my specialty is
24 nutrition and health. But the demand for services

are so great that our limited staff cannot respond to

21 Please make sure that these programs, that

EFNEP

22 families depend on, are not disrupted. Right now

23 there are a lot of financial problems and cutbacks in

24 the various universities. Administratively they

25 start looking at these grant programs as how we can

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1 change them around a little bit to pick up the slack.
2 That's very important. That we don't want -- if it
3 ain't broke, don't fix it.

4 No matter what happens, those programs that
5 are stable, that people depend on, please leave them
6 there, even if there's no more money. Don't
disrupt

7 the fabric that has brought a lot of people -- some
8 of them came here and spoke today -- that mattered
in
9 their life, to the point that they are up here
10 speaking to you.

11 And then there are a couple of other
12 things. The other thing is about those programs
that

13 have been around awhile, we don't talk enough about
14 how the leverage, the impact, the notoriety, the
15 importance of these things that we do best, to
16 leverage other dollars from elsewhere. Oftentimes,

I
17 find there is a feeling that you can't leverage

EFNEP

18 dollars. Meaning, saying that we're good at this
19 thing. We've been out here for 30 years. We know

20 what we're doing. And based on what we've done in
21 EFNEP and FSNEP, I think you ought to fund us to
22 serve more of these same kind of families in my
23 county.

24 And you can tell me to sit down when you
25 get ready.

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1 MR. SPURLING: No, she will.

2 MS. BLACKBURN: In my county, there's
3 135,000 low income families. With EFNEP and FSNEP we
4 serve about 1200 families a year. We graduate that
5 many. Think of how many more are out there. That if
6 we just had -- we know what we're doing. But if we
7 just had the dollars we could serve more of these
8 families.

9 And then there are a couple of other
10 things. We are finding in our families, particularly
11 EFNEP and FSNEP, because I do both of them, that
12 there are a group of families at risk, because their
13 homes have been impacted by substances, by drugs.
14 And outstanding curriculum does not address the needs
15 of these particular groups. And there are more and
16 more of them. These are families who are taking
care
17 of small children. And our curriculum does not
18 address that.

19 We need some research money, because often
20 time the research that has had to come from the top
21 down does not address this type of issue. We need
22 some research dollars. In our county we have been
23 collecting some data and can't find anybody to

24 analyze it.
25 And the other issue that we found is the

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1 whole grandparent issue that somebody talked about.
2 There are so many of them with small children.

The

3 thought is that the EFNEP money is not for old
4 people. Yet they are parenting young children. I
5 think we need to rethink this, so that we can have
6 some research dollars, so that we can adapt our
7 curriculum to address those types of families that we
8 are serving, but we are not serving them well. We
9 know ourselves, that we can do better, so that we can
10 adapt our curriculum to address the needs of these
11 very high risk families.

12 Thank you so much.

13 MR. SPURLING: And that concludes our
14 Listening Session.

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C E R T I F I C A T E

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I, TAMMY S. MENKE, Court Reporter, do

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Certified to this _____ day of

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Tammy S. Menke

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Court

Reporter

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